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ABSTRACT

These proceedings represent major addresses, panel presentations, and abstracts of workshops from a conference to develop partnerships, coordination, and cooperation among the correctional education field. Federal agencies, professional organizations, and the private sector in addressing juvenile and adult offender education needs. The two major addresses consider specific efforts of the U.S. Department of Education in the area of corrections education (Bruce M. Carnes) and characteristics of effective correctional schools (Jacqueline M. McMickens). The topic of the six presentations comprising the Assistant Secretaries Panel (Department of Education) is "Current Support and Projects in Correctional Education: Partnerships and Visions for the Future." The five presentations of the Directors of Federal Agencies Panel address "Federal Concerns and Support for Educating Offenders." Minutes of the meeting of State and Federal Directors of Correctional Education are presented. Abstracts are then provided for the 36 workshops. The abstract for each workshop provides title, presenter, abstract, target population, results of the workshop, and contact person. Representative topics include Chapter I, adult basic and vocational education projects, educational improvement through technology, Federal legislation, Women's Educational Equity Act, National Adult Literacy Initiative, vocational education discretionary programs, learning deficiencies, law-related education, effects of incarceration on parenting, grant writing, special education, library services, National Diffusion Network, transition programs, private sector involvement, correctional educator skills and characteristics, bilingual vocational education, women's vocational programs, and the Job Training Partnership Act. Appendixes contain listings of conference staff, presenters, and participants. (TLB)

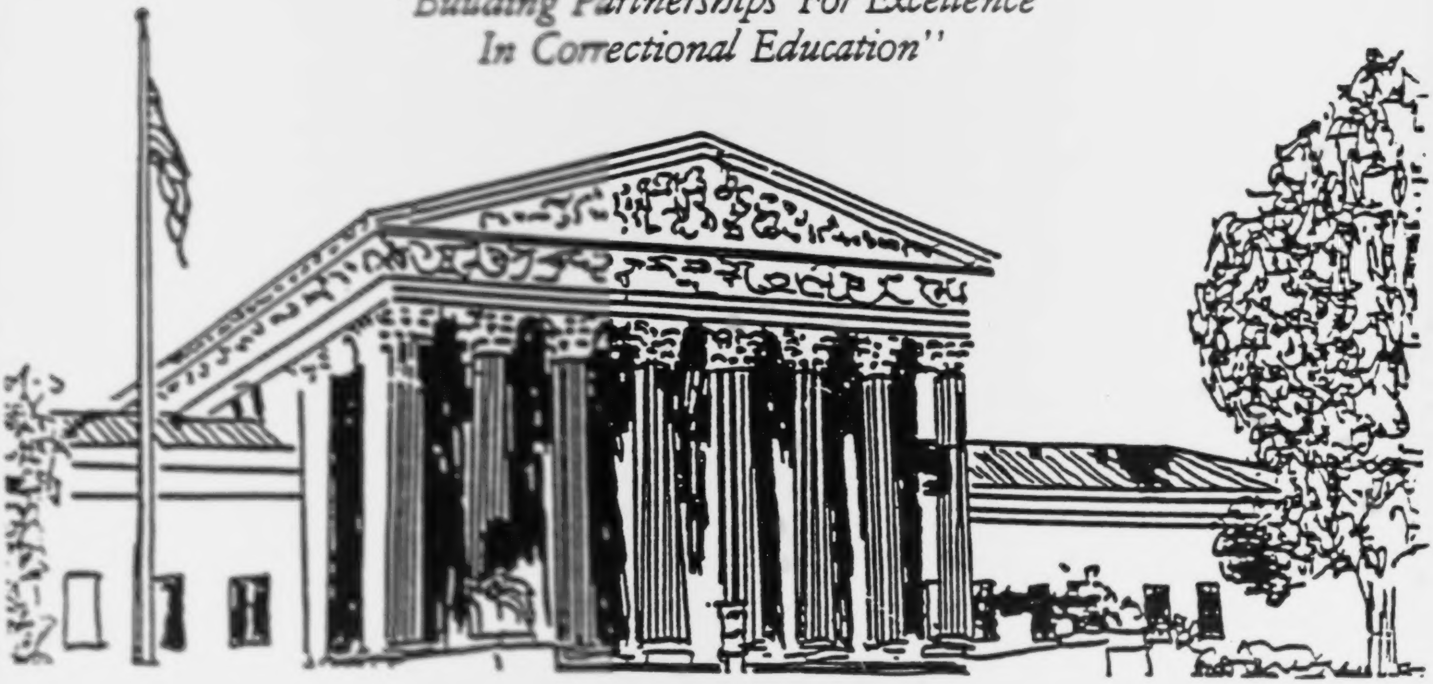
ED272698

PROCEEDINGS

A NATIONAL CONFERENCE
ON
CORRECTIONAL EDUCATION

OCTOBER 21-23, 1985
ARLINGTON, VIRGINIA

*"Building Partnerships For Excellence
In Correctional Education"*



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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR VOCATIONAL AND ADULT EDUCATION

JAN 21

Dear Colleague:

The Correctional Education Program in the Department of Education began as a cooperative effort between two federal agencies — the Office of Vocational and Adult Education, U.S. Department of Education, and the National Institute of Corrections, U.S. Department of Justice. A formal interagency agreement between the two agencies was initiated in December 1980.

The Correctional Education Program was specifically structured to assist state and local jurisdictions to develop, expand, and improve their delivery systems for educational programs in correctional institutions.

This first National Conference on Correctional Education was jointly sponsored by our two agencies with the active support and assistance of the Department of Labor, the Department of Health and Human Services, and the Department of Defense. We acknowledge with our sincere thanks all the people who worked on the conference.

We are extremely optimistic about the future of correctional education. But, to be effective, it demands the cooperation of the governmental and educational institutions involved — it demands a partnership. The foundation for this partnership has been laid at the federal level by this conference. However, the responsibility must be shared with the states.

In this time of cut-back management and fiscal restraint at every level, no agency concerned with correctional education can afford the luxury of working in isolation. We must establish and maintain cooperative relationships among all educational agencies to maximize the potential of our talents, our energies, and our resources for the benefit of the population we serve.

This conference was a beginning. Our commitment does not end with this report. We must continue to work at all levels, local, state, and national toward our goal of "Building Partnerships for Excellence in Correctional Education."

Sincerely,

Raymond C Brown

John K. Wu
Acting Assistant Secretary
for Vocational and Adult
Education
U.S. Department of Education

Raymond C. Brown
Director
National Institute of
Corrections
U.S. Department of Justice

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INTRODUCTION

The first National Conference on Correctional Education was held October 21-23, 1985 at the Twin Bridges Marriott Hotel, Washington, D.C. It was jointly sponsored by the Office of Vocational and Adult Education, Department of Education, and the National Institute of Corrections, Department of Justice. In addition, the Department of Labor, the Department of Health and Human Services and the Department of Defense lent their support.

The Planning Committee consisted of staff from each Office in the Department of Education whose programs impact on Correctional Education - Office of Intergovernmental and Interagency Affairs; Office of Legislation and Public Affairs; Office of Educational Research and Improvement, Office of Special Education and Rehabilitative Services; Office of Bilingual Education and Minority Languages Affairs; Office of Elementary and Secondary Education; Office of Vocational and Adult Education; Office of Postsecondary Education; the Adult Literacy Initiative and the Regional Liaison Unit.

The Department of Justice was represented on the Planning Committee by staff from the Office of Juvenile Justice and Delinquency Prevention; the National Institute of Justice; the Federal Bureau of Prisons and the National Institute of Corrections.

The goal of the conference as determined by the Planning Committee was the "Development of partnerships, coordination, and cooperation among the correctional education field, federal agencies, professional organizations, and the private sector in addressing juvenile and adult offender education needs."

This goal was met by:

- Providing the participants the opportunity to learn about services, technical assistance, programs, and resources available from the Department of Education and other federal agencies.
- Providing the participants with training opportunities to learn how to access existing resources.
- Providing national awareness of the educational needs of juvenile and adult offenders.

- Developing networks and promoting partnerships among participants that addressed the educational needs of offenders.

- Providing opportunities for participants to develop action plans for addressing offender educational needs.

This first National Conference on Correctional Education was a tremendous success. We acknowledge with our sincere thanks all the people who worked on it -- each person contributed significantly in "Building Partnerships for Excellence in Correctional Education."

A NATIONAL CONFERENCE ON CORRECTIONAL EDUCATION

Sponsored by the United States Department of Education
with direct support from
The National Institute of Corrections

CONFERENCE OVERVIEW

Sunday, October 20, 1985	
3:00–6:00 p.m.	Conference Registration
6:00–7:00 p.m.	Hospitality
Monday, October 21, 1985	
8:00–12:00 noon	Conference Registration
9:00–11:45 a.m.	Opening General Session Keynote Address: Dr. Bruce Carnes Deputy Under Secretary, Designate Office of Planning, and Budget Evaluation U.S. Department of Education Panel: Assistant Secretaries U.S. Department of Education
12:00–1:45 p.m.	Luncheon Speaker: Honorable William R. McGuiness Associate Deputy Attorney General U.S. Department of Justice
2:00–3:00 p.m.	Initial State Team Meetings
3:15–4:15 p.m.	Concurrent Sessions
Tuesday, October 22, 1985	
8:30–10:00 a.m.	General Session Panel: Directors and Dignitaries of Federal Agencies
10:15–4:15 p.m.	State Directors of Correctional Education Meeting
10:15–11:15 a.m.	Concurrent Sessions
11:15–12:15 a.m.	Concurrent Sessions
12:30–2:00 p.m.	Luncheon Speaker: Honorable Jacqueline M. McMickens Commissioner of Corrections New York City Department of Corrections
2:15–3:15 p.m.	Concurrent Sessions
3:15–4:15 p.m.	Concurrent Sessions
5:30–7:00 p.m.	Congressional Reception Remarks by: Senator Claiborne Pell
Wednesday, October 23, 1985	
9:00–10:00 a.m.	Concurrent Sessions
10:00–11:45 a.m.	Final State Team Meetings
11:45–12:00 noon	General Closing Session

III. MAJOR ADDRESSES

A. Dr. Bruce M. Carnes

B. Honorable William R. McGuiness

C. Honorable Jacqueline M. McMickens

11

A. KEYNOTE ADDRESS

SPEAKER: **DR. BRUCE M. CARNES**
DEPUTY UNDER SECRETARY FOR
PLANNING, BUDGET, AND EVALUATION
U.S. DEPARTMENT OF EDUCATION

Bruce M. Carnes presently serves as the Deputy Under Secretary, Office of Planning, Budget, and Evaluation, U.S. Department of Education. He is responsible for overall Departmental policy recommendations, with particular emphasis on planning, budget, and management issues. This includes legislative proposals as well as budgetary policies. Before assuming his present position, Dr. Carnes was the Director, Office of Planning and Budget, National Endowment for the Humanities.

Good morning, ladies and gentlemen. On behalf of Secretary William Bennett and Under Secretary Gary Bauer, I welcome you to the National Conference on Correctional Education. We at the U.S. Department of Education understand and appreciate the importance of the work you do, and we want to be as helpful as we possibly can. We are committed to furthering excellence and opportunity in all areas of education, including education in correctional institutions. Although education is primarily a state and local responsibility, those of us at the Federal level recognize that we too have an important role to play in exercising national leadership, in promoting partnerships between levels of government as well as between the public and private sectors, and in encouraging excellence.

Before you launch into the business of the day, I would like to take a few minutes to muse--for that is the right of a keynote speaker--on the nature and purpose of education, and on the relationship between education and crime, and education and criminals. In particular, I pose to you two questions: First, is there something about our way of educating that is conducive to criminality? And second, how can education be a means of helping restore the criminal to a useful and productive place in society?

In thinking about these matters, I am reminded that the English novelist and essayist H.G. Wells once characterized history as "a race between education and catastrophe." To you who work in corrections education, it must sometimes--perhaps often--seem that we are losing the race, or at least that we have fallen very far behind and are straining to catch up. But if you were pessimists, or faint of heart, or irresolute in purpose, you would not be in the profession you are in. That you are in this profession, All Americans should be grateful.

A Canadian novelist named Robertson Davies has written that the purpose of learning is "to save the soul and enlarge the mind." Our educational system concentrates, with mixed success, on the second goal rather than the first. Walk into virtually any classroom, at any grade level, at any school in America, and you will find teachers busy at the task of enlarging their students' minds with history, and mathematics, and science, and literature, and all of the other subjects that an educated person needs to know in the 1980's.

Less frequently, however, is attention paid to Davies' first goal of education: saving the soul. Davies did not mean this in the strict theological sense, but rather in the moral sense. Davies believed, with John Dewey, that it is not enough that a man be good at something; he must also be good for something. The purpose of education, then, is more than just to fill the heads of youngsters with sufficient quantities of appropriate knowledge, although this is terribly important. It is also to impart to those youngsters a sense of moral direction that enables them to apply what they have learned to the pursuit of a good and useful life.

Clearly, large numbers of persons are emerging from our schools who lack either the ability to distinguish right from wrong, or the capacity to lead a self-disciplined virtuous life. Once they find their way into the correctional system, it becomes your job to "save" them through education. How much better off they and we would be if, in the schools of America, both of Robertson Davies' purposes had been accomplished.

In 1983, 10.3 million people were arrested, 83 percent of whom were males. Juveniles and young adults under the age of 25 account for half of all who are arrested and two-thirds of those persons arrested for serious crimes. On a daily basis, about 7,000,000 persons were in State and Federal prisons and jails, 1.2 million offenders were on probation, and one-quarter million were on parole.

The number of juveniles held in public and private custody is growing, with the number increasing by 10 percent between 1977 and 1982. Offenders placed in public juvenile facilities were incarcerated for an average length of 106 days and incarcerated in private juvenile facilities for an average of 270 days.

Incarceration is very costly. In 1983, corrections cost taxpayers more than $8 billion. The average cost to construct a prison cell is $50,000. The annual cost of keeping an inmate confined is about $15,000; only 1 percent of that is spent on education.

Considering these figures, the cost of educating one inmate may not be too large a price when compared to the savings if an inmate could, as Chief Justice Burger put it, "learn his way out of prison," out of crime, and into a job.

Given the enormity of the problem, what can and should we do? It seems to me that we ought to approach crime as we would a disease. While seeking a cure, or at least a means of preventing its spread, we should simultaneously attempt to find ways to treating those individuals affected.

This is not the place, and I am certainly not the person, to theorize on why an individual exhibits criminal behavior. We are all aware of the debate over whether it is possible to inherit a predisposition for criminal tendencies. In fact, a recent book by James Q. Wilson and Richard Herrnstein has renewed this debate. There is no such argument, however, over the importance of environmental factors in leading to criminality. Usually, the arrow of causality is pointed at poverty, racial discrimination, and the collapse of family structure. Although I don't want to downplay the importance of any of these, I believe that far too little attention has been given to the role of formal education--schools--in criminality.

My point is not that schools cause crime. Rather, it is that schools can do much more to discourage and even prevent it than they have in recent years.

The statistics show clearly that crime is a young man's game. At the age of 16, 17, or 18, regardless of whatever other influences a person has been exposed to, there is no question that none has played a greater role than the school.

The first thing that any school can do to reduce criminality is to create an orderly, disciplined environment. The simple truth is, there is a serious lack of discipline in far too many American schools. Consider these facts:

-- The Gallup Poll on education has found the lack of discipline in American schools to be the number one public concern for 15 of the last 16 years.

-- A 1984 Metropolitan Life poll of teachers found that 95 percent of all teachers think school safety and discipline should be given higher priority.

-- Teachers and students are victims of over 3,000,000 crimes a month.

-- Students in predominately minority high schools are twice as likely to be the victims of serious crimes as students in predominately white high schools.

-- Three out of five teachers who were assaulted by students felt the response of school officials was inadequate (1982 NEA Teacher Poll).

-- Drug and alcohol abuse has reached epidemic proportions:

  o About two-thirds of all American young people (63 percent) try a drug before they finish high school.

  o Forty percent have used drugs other than marijuana.

  o The percent of seniors reporting that they have used cocaine doubled between 1975 to 1984.

  o About one in 18 seniors is drinking alcohol daily, and 41 percent have had five or more drinks in a row at least once in the past two weeks.

Common sense, supported by volumes of empirical research, tells us that learning and responsible behavior cannot flourish in a school where discipline has broken down and drugs are plentiful. Any measures taken to improve teaching, learning or curricula in a school are doomed unless order is restored and the drugs removed.

The second step schools must take is to teach good character along with the three R's. What do I mean by good character? Knowing the difference between right and wrong, for a starter. In the most recent Gallup Poll of public attitudes toward education, teaching right from wrong was seen as one of the two most important goals of education, along with teaching how to speak and write correctly. Surely, as Plato and Aristotle suggested, the proper aims of education are, at least in part, ethical.

Unfortunately, too many schools do not seem to share the public's sense of urgency for instilling sound values in the educational process. At one time, generations ago, the schools unabashedly embraced the purpose of teaching such values as honesty, partriotism, respect for the law, kindness, respect for parents, and industriousness. More recently, schools have shied away from teaching values in a normative sense. In its place, they have adopted "value neutral" education, where children are offered a smorgasbord of different values and belief--all presumed to be equally valid -- form which they can pick and choose according to their own half-formed preferences and biases. Of course, there is no such thing as values neutrality, because merely by failing to endorse a value as good, you are letting the child know that violating it is not necessarily bad. By not declaring a practice to be wrong, you are letting the child know that is acceptable.

I can only guess at why the schools abandoned their role as transmitters of norms and values. Perhaps they no longer have confidence in their rightness, or they recognize, correctly, that all values ultimately are derived from an all-encompassing set of beliefs about man's place in the universe; in other words, from religion. In their eagerness to expel any taint of religion from the classroom, the schools have also thrown out the teaching of values. This is a misguided, wrong-headed policy from an educational standpoint. It undercuts parents' efforts to give their children moral guidance, and it deprives the youngsters themselves of the moral compass that each of us needs desperately to navigate life's treacherous eddies and undercurrents. Ron Kimberling, Acting Assistant Secretary for Postsecondary Education, who has just returned from a trip to Japan to study their school systems, will no doubt have something to say on this point.

A school climate of order and discipline coupled with the teaching of solid values can do a great deal to make the schools inhospitable to crime. What is also needed, however, is overall improvement in teaching and curricula leading to raised standards and increased expectations.

Sociologists tell us that a common denominator of many criminals is their sense of alienation from society. Intuitively, we know this must be true when we read about some unspeakable act of savagery committed by a youth of 11 or 12. Add boredom to the alienation and it is not difficult to understand the alarming drop-out rates among inner city and minority youth. Again, we must ask ourselves: what has gone wrong in the schools that would permit such alienation?

To begin with, I think we expect too little from many children, especially those from disadvantaged backgrounds. As recent studies show, laxity in enforcing academic standards, often undertaken with the most benign of intentions, is probably hurting the disadvantaged more than anyone else. Anyone who is a parent knows that children have a great many things on their minds besides their school work, and will gladly pursue them in the absence of high expectations on the part of both parents and teachers.

A major cause of alienation is illiteracy. If you can't read or write, you are unable to understand a newspaper or magazine, negotiate a subway, or comprehend the label on a cereal box. In short, you are an outsider, and your job prospects are extremely limited. Thirteen percent of all 17 year olds and 40 percent of minority 17-years olds, according to some estimates, are functionally illiterate.

A report recently issued by the U.S. Department of Education, "Becoming a Nation of Readers," drew attention to the illiteracy problem and offered some constructive solutions for improving the teaching of reading. The Department is addressing the special literacy problems of language minority children with a proposal, announced last month, to give local school districts and parents greater flexibility in determining the most appropriate approach to bilingual education programs.

Another fundamental way in which school can attack the roots of alienation is by upgrading the content of the curriculum. That such upgrading is needed is shown by a recent survey of 17-year olds conducted by the National Assessment of Educational Progress. The survey revealed that:

- two-thirds of our 17 years olds could not place the Civil War in the correct half-century;
- three-fourths could not identify Walt Whitman, Henry David Thoreau, or Carl Sandburg; and
- one-half did not recognize the names of Joseph Stalin or Winston Churchill.

If children are not learning such basic facts about their history and culture, how can we expect them to appreciate who they are, what their nation stands for, and why our way of life is worth fighting for and preserving? More fundamentally, how can we expect them to experience a sense of shared history and shared values, and to believe that they have a stake in our society? The answer, I'm afraid, is we can't.

The schools can do all of the things I've just talked about, but it still won't be enough without the support of the most important teachers of all: parents. When we talk about the educational system and what it is supposed to do, we all too frequently fail to include parents as part of that system. Research shows that children whose parents are actively involved in their educational progress make better grades than those whose parents are not. Overall, however, American parents get a failing grade when it comes to helping their children learn. A 1981 study found that, on average, mothers spend only 4-7 minutes per weekday teaching their children, and fathers less than one minute per weekday.

Parental involvement ought to go beyond helping children with their school work; it should also mean giving children a solid base of values and attitudes that they need to succeed in school and in life. When parents do this, children respond magnificently. Let me share with you an example. You may have seen the recent reports in the newspapers of the remarkable educational attainment of Asian refugee children. On a four-point grade scale, these children averaged 3.05. On a standardized achievement test, 30 percent of these children scored in the top 10 percent--three times better than the general population.

These children are an outstanding success in school. But consider their background. Many have a native language other than English. Half of them come from low-income families. Many were subjected to the psychological trauma of fleeing war-torn homelands. From this background, we would have expected them to fail in school. But, to the contrary, they have been remarkably successful. Why? The answer seems to lie in character. Their families hold educational success, a cohesive family, and hard work as their most important values. The researcher who recently completed a study of Asian refugee children summed it up in four simple words: "They love to learn."

Let me turn now to some specific efforts the Department is making in the area of corrections education.

The Department's Corrections Education Program was initiated in 1981. In 1984, the Office of Vocational and Adult Education assumed leadership for the Department's correctional education effort and the Intra-Departmental Coordinating Committee on Correctional Education was established. This Committee meets bimonthly to coordinate our corrections-related programs in the areas of policy, resource development, funding and services, and information dissemination.

Over the past two years the program has been involved in many important activities. For example, they have participated in Chief Justice Warren Burger's Task Force on Prison Industries' Education, Training, and Job Placement Committee. In October 1984, the Corrections Education Program hosted the Department's Forum on Correctional Education.

We have recently taken steps to encourage greater use of federal vocational education funds for correctional education. Previously many States interpreted the mandatory one percent set-aside in the Vocational Education Act for corrections education as a ceiling, and assumed that only one percent of the State's funds could be used for the program. With the passage of the Carl D. Perkins Act, the language for the one percent set-aside has now been clarified so that it represents an absolute floor, not a ceiling. States may use more than one percent of their vocational and adult education funds for corrections education, if they so desire.

Other offices within the Department are also involved in correctional education activities. For example, the Office of Special Education and Rehabilitative Services has recently awarded "Transition Grants" to develop models for helping young people under the age of twenty-one move from institutions back into their communities, and Assistant Secretary Madeleine Will has hosted meetings that combined special education and correctional experts to address concerns and make recommendations for future action. In addition, the Office of Postsecondary Education gives support from the Pell Grants program for the postsecondary education of offenders, and the Elementary and Secondary Education Office provides support under Chapter 1, the Neglected and Delinquent Program.

The Secretary's Initiative on Adult Literacy is also meeting the needs of the correctional education population. Of the approximately 27 million functionally illiterate adults, the clients of correctional education are disproportionately represented. Only 40 percent of the correctional education population (as compared to 85 percent of all young adults) have completed high school.

One of the most promising developments for correctional education is Washington State's unique educational clinic law that provides tuition payments for 13- to 19-year old dropouts to attend educational clinics. These clinics were created through private-public partnership and deliver educational services under contract in a "store-front" setting. One such organization, Educational Clinics Incorporated, reports that two-thirds of all their students have positive outcomes, their employment increases four-fold, and involvement in the juvenile justice system is cut in half. The reduced demand for public services coupled with the students' increased payment of taxes returns $1.11 per year to the State for every dollar spent on the ECI program.

Voucher programs, such as this one, directly address many drop-outs' lack of motivation to continue their education. Instead of being limited to returning to the public school, where the student probably did not do very well, the student could seek out whatever educational program best met his needs. For perhaps the first time in his life he would have control over something that legitimate social institutions valued and respected. Colorado has also passed a "second chance" voucher-like program which allows students who have been school drop-outs for at least six months to re-enroll in another participating school or school system. Like Washington, Colorado realized that conventional practice is not working and so it is time to try something new.

Such innovative responses to the unique needs and circumstances of a troubled population are sorely needed throughout the nation. The Department (U.S. Department of Education) commends these efforts, especially when they are based on individual choice and individual initiative. And we commend you. This first National Conference on Correctional Education is a highly important step toward forging durable partnerships to bring about needed solutions. All of us must work together to restore order, discipline, and respect for learning to our schools. I wish you good luck. Keep up the good work.

B. LUNCHEON ADDRESS

OCTOBER 21, 1985

SPEAKER: HONORABLE WILLIAM R. MCGUINESS
ASSOCIATE DEPUTY ATTORNEY GENERAL
U.S. DEPARTMENT OF JUSTICE

William R. McGuiness presently serves as Associate Deputy Attorney General. On behalf of the Deputy Attorney General, his organizational areas of policy and oversight responsibility include the Federal Bureau of Prisons, the Immigration and Naturalization Service, the Office of the Pardon Attorney, the U.S. Parole Commission, and the National Law Enforcement Coordinating Committee Program. He is also responsible for matters pertaining to Department of Justice participation at the Federal Law Enforcement Training Center and is co-chairman of the Advisory Committee for the National Center for State and Local Law Enforcement Training. He has previously served in 1982 as a consultant to the Department of Justice and as a counsel to the President's Task Force on Victims of Crime.

(TEXT OF ADDRESS NOT AVAILABLE)

C. LUNCHEON ADDRESS

OCTOBER 22, 1985

SPEAKER: HONORABLE JACQUELINE M. MCMICKENS
COMMISSIONER OF CORRECTIONS
NEW YORK CITY DEPARTMENT OF CORRECTIONS

Commissioner McMickens directs over 7,500 employees and is responsible for over 10,000 inmates in the New York City Correctional System. She administers, develops, and justifies an annual budget of $250,000,000. She has developed a five year expansion program for 4,000 new cells at a cost of 227.1 million dollars. Her responsibilities also include all union negotiations.

I am responsible for a system that confines over 11,000 inmates everyday. In the course of a year, 75,000 men and women pass through New York City's thirteen jails on Rikers Island and in the borough houses of detention. Few of the inmates have a high school diploma; many cannot read and write in English at the sixth grade level of performance. Most have never had a full-time job. They are like a lot of people who you serve, too.

I need to make change happen in my jail system *now*. So do you. We need to make sure that the people who are detained and incarcerated have a choice, a chance to choose something other than crime when they are released. Effective skills training gives them a choice to do something positive with lives and with their families.

Making this kind of change happen is what I will be talking about this afternoon with you. Effective correctional schools -- schools that teach *our* students to read and write and compute as well as *any other* public, private or parochial system's students -- are possible. They can be ours regardless of institutional constraints and public prejudices. They are cooperative efforts of custodial and instructional public and private employees; city, state and federal agencies; professional organizations and the private sector.

Effective correctional schools are characterized by five observable, measurable and "feel-able" factors.

1. *School-Based Leadership*. The school program has a principal or director whose characteristics and behaviors make it clear to officers, inmates and teachers alike that he or she is the programmatic and organizational leader. The head of effective correctional education programs sets instructional goals and practices and selects curriculum that reflects and achieves those goals. An effective leader spends little if any of the instructional day in the office; they are visible in the school's corridors and classrooms, foundation headquarters looking for grants monies and at community meetings strengthening ties with the inmates' neighborhoods. Paperwork is completed when classes are not in session and after opportunities for formal and informal collaborations with instructional and correctional staff have passed. (You know, effective principals are a lot like effective wardens.)

2. *Instructional Team*. Teachers, para-professionals *and correctional officers* work together as a school-based team. Diagnosticians share their results with teachers and teachers do not expect correctional officers to manage

classroom discipline problems for them. They expect officers to bring inmates to school on time and to keep them there until the last available moment for instruction is used up. This team has high expectations for themselves as educators and they expect the very best work from the inmates as individuals, able learners, too. These teachers and officers are positive adult role models.

3. Academic Press. The principal and instructional team put all of their efforts into regular and special education programs that emphasize the inmates' acquisition of basic academic and vocational skills. This instructional emphasis, sometimes called academic press, pervades the teaching which is clear, sequential and cumulative; the opportunities to succeed are frequent, immediate and meaningful; and the teaching materials are exciting and appropriate for the students' age group, sex and ethnic background.

   In New York City academic instruction is part of Food Services inmate work assignments: functionally illiterate inmates learn to read recipes and calculate how to half or double them. Job skills training programs are now a part of other program services, too. In the mandatory law libraries we offer elective typing classes, legal research courses and typewriter repair instruction. With the private sector New York is developing horticultural programs that will be available to adolescent detainees and as a part of an alternate sentencing program for adults: It is my plan to grow hot house flowers and supply fellow city agencies with skillfully arranged bouquets of flowers. Because job opportunities are good, computer hardware has been converted through foundation monies from an instrument for computer-assisted instruction into pascal and cobol training programs.

4. Testing and Assessments. There is an on-going assessment of each student's progress through standardized and teacher-made tests of achievement in effective schools. The testing is used to develop teaching practices, individualize instruction and assure timely promotion of inmates from one skills level class to the next. Testing is important for other reasons. Accurate records of grade gains and pre-vocational skill mastery is prerequisite to increasing an agency's budget and to securing private funds.

5. Positive Learning Environment. Correctional Education Programs are effective because the learning climate or ethos is safe, physically and psychologically safe, regardless of conditions in the rest of the jail or prison. Officer-inmate and inmate-inmate assaults are rare. Verbal abuse is unheard of (pardon the pun, please). The ethos is

the aggregate effect of visible principal; positive and professional teaching and custodial personnel; and on-going opportunities for acquiring and affirming important skills in interesting ways. Most important of all, inmates begin to learn social skills - skills to help them get along with one another on the street as well as to get and to keep a good job.

Making this kind of change happen is not easy. However, it is possible and it is necessary. Let's work together while we are here in Arlington to build our own partnership for excellence in correction education and continue that effort after we return home. There is a job to be done and I challenge all of us to take on the task.

Thank you.

IV. PANEL PRESENTATIONS

OCTOBER 21, 1985

A. Assistant Secretaries Panel:
U.S. Department of Education

"Current Support and Projects in Correctional Education: Partnerships and Visions for the Future"

OCTOBER 22, 1985

B. Directors of Federal Agencies Panel:

"Federal Concerns and Support for Educating Offenders"

1. U.S. Department of Justice
2. U.S. Department of Health and Human Services
3. U.S. Department of Defense

OCTOBER 21, 1985

A. Assistant Secretaries Panel:
U.S. Department of Education

"Current Support and Projects in Correctional
Education: Partnerships and Visions for the Future

Panelists:

Mr. John K. Wu
Acting Assistant Secretary
Office of Vocational and Adult Education
U.S. Department of Education

Mr. Karl Haigler
Director
Adult Literacy Initiative
U.S. Department of Education

Dr. C. Ron Kimberling
Acting Assistant Secretary
Office of Postsecondary Education
U.S. Department of Education

Mrs. Carol Pendas Whitten, Director
Office of Bilingual Education and Minority
Languages Affairs
U.S. Department of Education

Mrs. Madeleine Will
Assistant Secretary
Office of Special Education and Rehabilitative
Services
U.S. Department of Education

Dr. Lawrence F. Davenport
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education

MR. JOHN K. WU

ACTING ASSISTANT SECRETARY
OFFICE OF VOCATIONAL AND ADULT
U.S. DEPARTMENT OF EDUCATION

- This morning you heard Dr. Carnes address the educational needs of the incarcerated.
- Only 40% (as compared to 85% of the U.S. population as a whole) have completed high school.
- Most function on the fifth grade level in reading and spelling and function somewhat lower in math.
- And recent studies, evidence that approximately 41% of the juvenile population qualify for Special Education under Public Law 94-142.

Concern for the education of offenders is a National concern.

In 1981, Office of Vocational and Adult Education, U.S. Department of Education in conjunction and with support from NIC initiated a Corrections Desk, which functioned primarily to:

1. Increase offenders' access to existing federally mandated programs through a variety of liaison, technical assistance, and clearinghouse activities;
2. And to assist in the consolidation of the correction education functions of the Department.

The Corrections Desk was instrumental in increasing public and government awareness and recognition of offender educational needs, establishing communication linkages with state correctional education programs, developing a foundation for the Corrections Education Program, and disseminating materials pertinent to the corrections field and the concerned public.

Last year on March 28, 1984, the former Secretary of Education, Terrell H. Bell, signed the charter that established the Intra-Departmental Coordination Committee on Correctional Education.

The committee meets bimonthly to coordinate current and future Department of Education corrections-related programs in the areas of policy, resource development, funding, and services, and information dissemination in order to:

- Permit easier access for correctional agencies and institutions to educational programs and services, and
- Meet correctional educational needs more efficiently.

During 1984, a correctional education policy statement was also issued that pledged to assist state and local jurisdictions in developing, expanding, and improving their delivery systems for academic, vocational, technical, social, and other education programs for juvenile and adult offenders. To carry out this policy, the Office of Vocational and Adult Education assumed leadership for the Department's correctional education effort.

According to the policy statement, the Department would establish and intra-departmental coordinating committee on correctional education to bring about greater cooperation among the Department's corrections-related programs, by using existing resources more efficiently, avoiding duplication of efforts, and effecting a better delivery system for needed services at the state and local levels. The policy statement also pledged that the Department will play an active role in interagency corrections coordination activities and will support research, development, and dissemination efforts to develop awareness of special curricula, organizations, personnel, and support services needed in correctional education.

The Corrections Education Program's activities during 1984 and '85 include:

- Continued hosting of the State Directors of Correctional Education meeting, held in conjunction with the National Correctional Education Conference.

- Initiation of subcommittees on correctional education within each of the offices in the Department of Education.

- Provision of support staff services to the Intra-Departmental Coordinating Committee on Correctional Education to identify issues, propose recommendations, provide consultation on correctional concerns, provide technical assistance, and develop materials.

- Continue the development of intergovernmental coordination with other federal agencies, including the National Institute of Corrections, Federal Bureau of Prisons, Office of Juvenile Justice and Delinquency Prevention, National Institute of Justice, and the Department of Labor.

- Participation on Chief Justice Warren Burger's Task Force on Prison Industries' Education, Training, and Job Placement Committee.

- Hosting the Department of Education's Forum on Correctional Education in October 1984, which provided us with recommendations for this national conference.

- Continued support and provision of technical assistance to the corrections education field through attendance and presentations at conferences, site visits, consultation services, and national publications.

- Revision, development, and dissemination of information materials such as Proceedings of the National Correctional Education Forum, A Guide for Correctional Administrators to U.S. Department of Education Resources, and the Directory for Correctional Educators.

- Research and contract management on topics relevant to the corrections community.

These are a few of the activities and initiatives.

A few of our other projected activities include:

1. Bringing in representative's from the State Directors of Correctional Education to meet and assist in setting future direction's.

2. Participation in meetings with State Commissioner of Correction's to emphasize the importance of education as a program in Correction's.

3. An continued development of Resource materials for Correctional Education.

We believe that Correctional Education is important and we give it our support.

KARL O. HAIGLER

DIRECTOR
ADULT LITERACY INITIATIVE
U.S. DEPARTMENT OF EDUCATION

In Chapter II of his autobiography, Malcolm Little gave testimony of how a self-constructed literacy program can be effective in liberating a shackled mind: He recounts how he gained access to reading through copying every word in the dictionary. Here is a passage which testifies to the results of his program:

> I suppose it was inevitable that as my word-base broadened, I could for the first time pick up a book and read and now begin to understand what the book was saying. Anyone who has read a great deal can imagine the new world that opened. Let me tell you something: from then until I left that prison, in every free moment I had, if I was not reading in the library I was reading on my bunk. You couldn't have gotten me out of books with a wedge ... Months passed without my even thinking about being imprisoned. In fact, up to then, I never had been so truly free in my life.

What does this passage suggest about the power of literacy? For a man with less than an eighth grade formal education, it opened up a new world. Prison presented him with an opportunity for self-improvement. And he made the most of it.

We have an opportunity as we try to think about improving the problem of illiteracy in our prisons--we can learn from our experience with this special population lessons which can prove valuable for our efforts in the population as a whole. I am here to talk about the President's Adult Literacy Initiative and what we're trying to do to enhance efforts in addressing this problem. So I'd like to give you a brief overview of what ALI is, does and hopes to do in the future, with special emphasis on how our activities relate to the critical area of correctional education. For those of you who have a particular interest in literacy, you will have an opportunity tomorrow to share comments and suggestions with my able staff member, Dr. P.T. Williams, during her session at 10:00 a.m.

The Adult Literacy Initiative was created by President Reagan in September, 1983. In his announcement the President made clear that literacy is a responsibility, as well as a right, of all Americans, and that illiteracy threatens our present and future national life in every conceivable way -- economically, socially and politically. He called for a united effort by all sectors on all fronts to improve the National Adult Literacy level, and he charged the initiative with the responsibility of spurring on this united effort. But why the effort?

The United States has one of the highest basic literacy levels in the world -- about 99.5%. But as many as 23 to 27 million American adults -- an estimated one in five -- may be functionally illiterate. This means that they have problems performing the simple tasks of reading, writing and computing that permit people to cope with life in our society. And as our society becomes more and more complex, the demands for higher levels of functional literacy grow even greater.

The National costs of functional illiteracy are great, and they are many. The human costs are incalculable -- the lost potential of individuals as family members, as workers and as members of their communities. Perhaps the most frightening aspect of functional illiteracy is that parents can transmit it to their children. There is a mounting body of research showing that illiterate parents are more likely to raise illiterate children, because they cannot provide the kind of environment or example that supports their children's education.

As far as the economics of the problem go, the nation loses an estimated $225 billion annually to problems associated with illiteracy -- low productivity, unemployment, public assistance -- and crime. It costs us over $7 billion a year just to bed and board our prisoners, to say nothing of the many other costs associated with building and maintaining correctional institutions -- and a modest estimate is that 50% of these inmates are functionally illiterate.

I say modest, because there are other, indirect indices that suggest the figure may be higher. An estimated 90% of prisoners did not complete high school. 85% dropped out before their 16th birthday, without having completed 10th grade. Six percent lack any schooling whatsoever beyond kindergarten.

So the relationship between illiteracy and crime, while not necessarily causal, is clearly intimate. While literacy by no means guarantees a good life on the outside, the lack of literacy almost certainly stacks the deck against it. The initiative must be concerned with our prison population, as it is with every group of Americans who are disproportionately represented in the ranks of functionally illiterate adults. Correctional Education is like any other kind of education; it must begin at the beginning -- with basic skills. And that means literacy.

Now let me tell you a little about the initiative, about the activities that are particularly relevant to correctional education, and about some of the future activities being contemplated.

The initiative is not a grant-making program. It seeks to fill a gap in the literacy field that money alone cannot -- the need for better coordination and use of the resources that exist, and the need for the kind of greater national awareness that will attract more resources from all sectors -- particularly volunteers and business and industry. The initiative takes seriously the President's message: That illiteracy is a massive problem that the Federal government cannot solve alone. It is not an isolated phenomenon, and isolated efforts will not make it go away.

So our overriding goals are as follows:

- To consolidate, coordinate and enhance literacy activities, both within and outside the Department of Education;
- To promote awareness and attract new groups and resources to the field;
- To collaborate with and build on all existing efforts for literacy; and
- To encourage coalition-building at all levels.

And we are pursuing these goals with a lot of powerful help: The President's, Mrs. Barbara Bush's, and Secretary Bennett. It doesn't hurt to have good friends in high places.

The guiding principle of the initiative is that we are in the business of Human Resource Development; we are seeking to increase the most important capital that this democracy has -- an informed populace. And here are some of the specific ways in which we're doing this:

As part of our effort to expand Federal resources for literacy, we have been working with the Office of Postsecondary Education to encourage the use of college work-study students in local literacy projects. Since 1984, over 50 colleges have received small supplemental grants to conduct literacy work-study projects, and a survey of 18 pilot projects showed great benefits all around -- to students, adults, colleges and communities. Colleges are an enormous, hardly-tapped resource for literacy, and they can be a special resource for literacy in correctional institutions. At least one of the participating work-study schools has had a student helping out in a local prison, and another has used students to work with other young people, through a neglected and delinquent community program. We would like to pursue the notion of encouraging more colleges to use college students in this way, particularly in peer situations with delinquent youth, and we welcome your suggestions.

Another promising federal effort is our FELT program -- the Federal Employee Literacy Training Program, which recruits and places federal literacy volunteers in literacy programs throughout the nation. Over 50 federal agencies are currently joining with the Department in FELT, and over 400 volunteers are already working in local literacy programs. Now that FELT is solidly underway, we are exploring ways to giving special attention to the possibilities of tutors being placed in correctional facilities.

The initiative is represented on the Department's Intra-Departmental Coordinating Committee on Correctional Education, which was established to address the pervasive problems of fragmented program efforts, weak commitments and lack of accountability that constrain the effective use of limited resources in the field. We act as advocates for literacy instruction and as catalyst for inter-and intra-departmental efforts in correctional education.

The initiative is concerned with both how much and how little we know about literacy and the lack of it. For this reason, we are giving special attention to research and data-gathering in the field. A young adults study, which is being conducted by the National Assessment of Educational Progress, is currently underway, and the forthcoming results will be the first in over 10 years to give us some sense of the true magnitude of the problem -- at least among 21 to 25 year olds. We are also looking at how recent research on reading and literacy can be put to the service of literacy practitioners, and we held a conference last year on that topic. We're well aware that knowledge about literacy in correctional institutions is sorely lacking, and we hope to collaborate with OERI on some new ways of finding out more.

A major emphasis on the initiative is on coalition-building at the state and local level. We maintain contact with Governors' offices to assure that attention is given to literacy at the very highest levels. In our contact, we emphasize the critical importance of involving correctional representatives in any state-wide literacy effort -- be it a coalition, campaign or initiative. And we are about to send a questionnaire to Governors about literacy activities, including a section that will help us find out just what is going on in each State's correctional facilities.

We will be stepping up our efforts to promote public-private sector partnerships for literacy, similar to the kinds of partnerships that are working so well in our elementary and secondary schools. And there is every reason to make the business community particularly aware of the literacy problem in prisons and detention centers. Crime doesn't make for good, legitimate business, and the inmates in our prisons are a lost workforce, lost consumers, and lost revenues.

And we are on the eve of launching LITLINE -- a national telecommunication system for literacy. Working jointly with the Mayor's Commission for Literacy in Philadelphia, we will be making it possible for people in the literacy field to exchange information instantly about all manner of developments -- including promising practices and programs. And this means that we can widely disseminate information about exemplary programs in basic correctional education. In addition to special corrections programs, there are many adult basic education programs that can be -- and have been -- adapted for prison settings. These programs use computers, integrate basic skills with job training and work experience, lead to the granting of external high school diplomas, pay special attention to learning and other disabilities -- in fact, they include all kinds of innovative instructional methods and materials that should be considered for use in correctional facilities. LITLINE will help us share these proven ideas with those in the field who are hungry for them.

And, finally, we are considering ways in which we can work more closely with the Department of Justice on devising new ways to approaching the problem of illiteracy. We are already a member of the recently-formed Bureau of Prisons Advisory on Corrections Education, and we would like to be truly contributing members. For instance, what about the possibility of using better-educated prisoners as tutors?

In closing, I would like to suggest that as we think about partnerships in corrections education, we look at literacy work as synergistic enterprise: We can work with illiterate adults. We can develop greater national resources in the process -- those prisoners who are freed from the shackles of illiteracy; those programs which have proved themselves effective can be made available to others; and those partnerships among agencies and between the public and private sectors can expand services for those in need.

Let us then join heads, hearts, and hands in the great and good work we have to do in literacy and in corrections education.

DR. C. RON KIMBERLING

ACTING ASSISTANT SECRETARY
OFFICE OF POSTSECONDARY EDUCATION
U.S. DEPARTMENT OF EDUCATION

I am very pleased to be here with you today at this first National Conference on Correctional Education.

I am confident that, at the end of our three days here, we will have realistic and viable approaches to developing partnerships and better coordination for achieving excellence in correctional education.

Your jobs are so very difficult and your commitment to do them well deserves applause. I'm sure that is why many of you are here today -- so that you can take as much information back to your states as you can with regard to improving the opportunity for educational excellence for those young men and women in corrections institutions.

The Office of Postsecondary Education administers some 40 programs providing funds to institutions and students in the form of student financial assistance. There are five major student financial assistance programs:

Pell Grants
Supplemental Educational Opportunity Grants
College Work-Study
National Direct Student Loans
Guaranteed Student Loans and PLUS Loans

All of these programs are available to undergraduate and community college students.

For FY 86, these student aid programs will be funded at approximately $7.6 billion.

Of this amount, approximately, $3.6 billion is for the Pell Grant Program. For the 1986-1987 award year -- the maximum award for the Pell Grant Program is $2100 or up to 60 percent of the costs of education.

The grant programs provide awards that students do not have to repay. And the Pell Grant is a major source of student assistance for correctional students. Supplemental educational opportunity grants are also available for incarcerated students, at the option of the college or school conducting the training. Work-Study and student loans are theoretically available to correctional students. However, in reality these programs may not be really suited to many incarcerated students. These programs may, however, be realistically more suited to students in half-way house type situations.

Although not all institutions participate in all of the federal programs, most participate in the Pell Grant Program.

To apply for federal student assistance, including Pell Grants, a student completes the "Application for Federal Student Assistance", a free form which is developed and processed by the U.S. Department of Education.

To receive any type of federal student financial assistance a student must demonstrate financial need, be enrolled in a program of study leading to a degree or certificate, and while enrolled, be making satisfactory academic progress towards that degree or certificate. A school must certify that a student is making satisfactory academic progress at least once each academic year.

In sum, these are the major sources for educational financing for correctional students administered by the Office of Postsecondary Education.

In identifying strategies that will build partnerships between federal and state agencies and the correctional education field, we should keep in mind that the correctional education environment is different but not unique. A recent study published by the Prison Education Program and Institute for the Humanities of Simon Fraser University demonstrates that, despite the peculiarities of the prison environment and the backgrounds of the student group, in the final analysis, correctional education is not some new sub-set of education, but is instead a variant of the long tradition of adult education.

The prison, like the community center, shop floor, or night school, imposes its own parameters and restrictions, but they do not have to be decisive or insurmountable.

Incarcerated students may have special learning needs and are certainly affected by the pressures of environment and conditioned by their backgrounds. However, the same can be said for many other examples of college education in non-traditional settings.

Again, I thank you for this opportunity to meet with you and to share information on the Federal Student Aid Programs. I wish you continued success with your programs and the young men and women at your correctional institutions that you assist in obtaining some form of postsecondary education.

MRS. CAROL PENDAS WHITTEN

DIRECTOR
OFFICE OF BILINGUAL EDUCATION AND MINORITY AFFAIRS
U.S. DEPARTMENT OF EDUCATION

OBEMLA funds bilingual education projects in two correctional systems: Texas and New York

These programs were originally funded as demonstration projects under the previous Bilingual Education Act and are now funded under the "Academic Excellence" portion of OBEMLA's budget. The funding for these programs runs for three years from 1983-1986. Since we no longer have in our budget a category that covers such bilingual education programs for correctional youth, new applicants will have to apply under current categories. Under Demons originally: 1) a set aside priority within demos was reserved for correctional institutions (Texas), 2) only 4 applicants that year (funded New York & Texas)

OBEMLA funds a program administered by the Texas' Education Service Centers, (Region VI). The demonstration project is carried out in 2 facilities, run by:

1. Texas Youth Commission
2. Texas Department of Corrections

The Crockett State School: One of the five schools within the Texas Youth Commission serving youthful offender. Within Crockett, there are 379 youths, 30% of whom are Hispanic. The Bilingual Education Demonstration Project there served:

58 youths in 1983-84
98 youths in 1984-85

OBEMLA's funding at Crockett was used for the following:

1. Modifying curriculum to include bilingual and ESL materials;
2. Demonstrating ESL and language arts techniques to faculty;
3. Providing technical assistance to teachers on bilingual methods and on cultural factors;
4. Supporting formal teacher training;
5. Promoting computer literacy and computer-assisted instruction training for teachers;
6. Developing a student tracking system; and
7. Purchasing educational software to be used in Bilingual ESL instruction.

The Ferguson Unit: This unit is one of 27 served by the Windham School System, the educational arm of the Texas Department of Corrections.

*The efforts of this facility have been much less successful than those of the Crockett State School. Unfortunately for the OBEMLA grantees, the State of Texas changed Ferguson from a minimum security unit -- in which a demonstration project could work well -- to a maximum security unit -- in which a demonstration project could not be carried out effectively. At the now maximum security unit, inmates often miss classes because of security problems, work assignments conflicting with class schedules, and other difficulties associated with a maximum security unit. Estimated numbers served:

173 youth and young adults - 1983-1984
173 youth and young adults - 1984-1985

*One valuable outcome of the Texas demonstration model is, according to Sandra Nolan, that officials of the Texas Youth Commission will apply the Bilingual/ESL Strategy developed at Crockett with Title VII funds to the other 6 correctional units in the system. That is, the units will have the curriculum, materials, organization, tracking system and computer programs to teach a Bilingual Education program to Hispanic youth at a total of 7 correctional units.

Note: When these correctional programs were funded, there was a priority within the Bilingual Education Demonstration Project placed on funding such youth offender projects. There is no longer a set-aside for such programs under our Academic Excellence Program. Moreover, when the programs were funded, only four applications were received. And, as stated above, two of the four were funded for three year periods.

Funding History: 1983 - $139,878
1984 - $144,595 (Crockett and Ferguson sites)
1985 level

New York State Division for Youth

Since 1979 through 1986 - New York State Division for Youth.
Basic Project first - 1979-82 - $215,899
Demo from 1983 - 1986 $206,000

Goshen Secure Center has a high percentage of language minority youth. It is the first Juvenile Justice System in U.S. to operate a bilingual program for hispanic youth.

*Once complete will provide final reports available.

Programs goals: 1) to develop increased proficiency in English and home language, 2) to expose to professional role models from own ethnic group, and 3) to offer complete academic and vocational curriculum.

Demo will replace the basic model studies program for LEP juveniles at 3 additional demo sites. (males)

Highland Youth Center
MacCormick Secure Center
Harlen Valley Secure Center

Curriculum

1. ESL instruction
2. Spanish
3. Hispanic and work history and culture
4. Parents of youth will attend regularly scheduled training sessions.
   Community services to parents = counseling, translation.

Personnel includes:
Project Manager and a Program Manager
Full Time - Bilingual ED Coordinator
Family resource specialist

MRS. MADELEINE WILL

ASSISTANT SECRETARY
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
U.S. DEPARTMENT OF EDUCATION

An academician has written "The civilizations that have earned our respect and love are those in which the laws were not only just, for this can happen as a result of fear, or rebellion, or habit, or accident, but were intended to be just. They reveal their intentions to us by their devotion to principle, and their resistence to unreasoning clamor."

Public Law 94-142, the Education for All Handicapped Children Act, which was passed by Congress ten years ago (ten years ago this November in fact) is a law intended to be just. I say this unabashedly, despite the confusion, some would say controversy, the Act originally engendered. I say this unabashedly despite the difficulty and travail its early implementation entailed.

A decade ago, many handicapped children and youth in this nation received either no educational services or inadequate services. Many languished in programs that provided not education but custodial care at best. The advent of Public Law 94-142 changes lives in a positive way.

Just last year, more than four million handicapped children and youth received educational services under the Act. That is more than the total population of our country at the moment of its creation two hundred years ago.

One salient feature of 94-142 is that it empowered parents in a unique way. That is, it created a major role for parents in the educational decision-making for their children. General and special educational professionals and parents now work as equal partners in assuring that the special needs of handicapped students are being met. What is even more gratifying is that general and special educators and parents have begun to work with professionals in vocational education, vocational rehabilitation, and correctional education. I think embedded in the Act is an enormous sense of confidence and an enormous optimism about our capabilities with respect to serving these children.

Ron mentioned the Carpe-Diem Syndrome the inability of some young people to defer gratification. In Special Education, we tend to focus not so much on the inability to defer gratification, but on the overwhelming sense of failure which is instilled in many young people which leads them to living their life on a day by day basis, which in fact may be an attitude that permeates the families of handicapped youngsters who in fact are also overwhelmed by the day to day difficulties of managing a family with a handicapped child.

I think it is important to concentrate on the successes of Public Law 94-142, as we identify the requirements encompassed in the Act for an appropriate education for disabled adjudicated youth.

During the past ten years, some states have made significant strides in providing an education to these youngsters. Seven states have established separate local education agencies which in fact operate or supervise special education in prisons along with other programs for adjudicated youth. Some prisons actually contract with their local education agency for appropriate services.

In addition, states have begun to expand Department of Correction staff to plan and implement services for the disabled adjudicated population.

Again, it is in the context of our successes that I want to think about the impediments to the development and provision of services to children in correctional facilities.

I believe that OSERS, the Office of Special Education and Rehabilitative Services, has begun to identify and perhaps even understand some of the impediments to services. With your input and that of other offices in the Department and other agencies at the Federal, State and local level, I feel confident that we can achieve solutions.

Einstein was right when he said that problems cannot be resolved at the same level of understanding at which problems develop. We must comprehend this insight as we collectively seek a higher vision in the form of a comprehensive service delivery system for handicapped children and adults.

A major impediment to the delivery of services to handicapped youth and adults has been the fragmentation of programs providing these services across all levels and all sectors. And again, it is absolutely true that each of us here has used different buzz words. Nobody ever listens to a speech that Mrs. Will delivers without hearing the word fragmentation and the opposite, coordination. This fragmentation is a barrier to the provision of a total continuum of services which, like building blocks, should progressively support and interlock to develop a handicapped individual's potential for productivity and independence. The absence of coordination explains in part (I don't want to oversimply the causes, but at least in part) why we have handicapped youngsters in hospitals instead of at home, in institutions instead of the community, handicapped adults sitting at home unemployed, not working and not having any means for an independent existence.

Richard Meier, who was chosen as the architect to design the new Getty Arts Complex in Los Angeles made the following observation as he confronted this impressive challenge, and I think his statement about architecture is analogous to the situation we find in education, certainly Special Education in the disability area. "American architecture is going all over the place like pellets sprayed from a shotgun. Architecture has to do with the totality of the building, not the application of illiterately assembled elements. Just as a good skyscraper must be designed in the context of the entire city, this project must be designed in the context of the entire landscape, the climate, the history, the views from the ridge onto the ocean, the mountains, and Los Angeles."

Some months ago, my office, in conjunction with the Office of Juvenile Justice and Delinquency Prevention at the Department of Justice, co-sponsored a meeting to identify problems that currently exist in the delivery of appropriate education services to these handicapped children and youth. Two of my staff members, who helped organize and moderate the meetings are here, and I'd like them to stand up and be recognized. You may want to talk to them in the course of your conference, John Davis and Tom Dailey. I'd like to outline the kinds of problems that were identified in the meeting and some of the action steps that OSERS has or will undertake to correct them.

But first let me tell you very briefly about my program. You heard a bit about it from John. It's made up of three components, Special Education programs, Rehabilitative Services Administration, and the National Institute of Handicapped Research. Our funds are roughly divided between the two big programs or over a billion dollars in each, and our funds are distributed on a formula basis and on a discretionary basis.

We process about twenty to thirty thousand grants each year, and make awards to over two thousand.

The first problem identified was one I've already mentioned, little or no federal inter-agency coordination. We knew that before the conference began. In fact it was one of the reasons why we decided to co-sponsor the meeting with the Department of Justice.

In cooperation with the National Center for State Courts, we are initiating an investigation of factors which may contribute to incarceration of certain handicapped youth. By its nature, juvenile delinquency as it relates to handicapped youth is an issue that required interagency cooperation. Special educators must work collaboratively with the courses, the social service agencies, the policy, correctional officials, mental health officials, etc. Often the advances of one discipline are not necessarily understood and communicated to all. That is why we have resolved to broaden the scope of the agencies and groups involved and I note that Congress formally and uniformly seems to approve of our taking this action. It's nice to know that Congress feels we're on the right track.

The second issue identified: not all handicapped children and youth in correctional facilities are provided with a free appropriate public education. OSERS regulations provide that state educational agencies are responsible for insuring that all eligible children receive the benefits of EHA. To insure that states are providing needed services to institutionalized, adjudicated delinquents with disabilities, OSERS state monitoring teams visit correctional facilities as part of our site visits, interviews staff, reviews educational field and so forth.

The third problem is the disproportionate representation of handicapped youth in corrections facilities. Handicapped children should not be more prone to incarceration than other juvenile delinquents. Statistics indicate that although disabled children do not commit crimes in any greater representation of handicapped individuals in corrections facilities. We want to explore this phenomenon to determine why this overrepresentation exists. Proper identification of disabilities at the time when youth first encounter the justice system, and programs to appropriately serve these students both in school and as wards in institutions, are some of the issues we must address.

One study we have funded recently is entitled, "The prevalence of handicapping conditions among juvenile offenders." This study is co-funded by the Institute on Mental Disability and the Law at the National Center for State Courts.

Another issue identified at our conference was that of the absence or the poor preparation of Individual Education Plans, the IEP's. The education of handicapped children is primarily a state responsibility certainly, and the education of juvenile offenders is vested in the State Department of Education. It has the responsibility and authority to see that handicapped youth in correctional facilities receive an appropriate education. Pursuing this goal, OSERS compliance monitoring teams visit correctional institutions to conduct interviews. The team also is asked to insure that states are fulfilling their educational obligations to incarcerated youngsters who Public Law 94-142 rights are of course retained.

An additional problem is that of the inadequate identification of youngsters, poor screening processes. For those handicapping conditions escape early identification and do become delinquent, we are most concerned that law enforcement and state and local social service agencies work with schools and families to ascertain the needs of these handicapped children. With the passing on of proper information and tracking of youngsters, IEP's can be developed to provide services aimed at correcting past deficiencies which may have led to the delinquent conduct.

And a final problem is that of inadequate training, inadequate knowledge about special education and 94-142 among the whole host of personnel. In addition to coordination of the efforts of local special educators with those of law enforcement and social service providers, there should be continuing contact as the child passes through the Juvenile Justice System.

For instance, there may be several police and social service contacts before a given juvenile ever sees a judge. Educators should be made aware of the child's trouble with the law, and be involved in the development of programming to end this behavior. Juvenile judges should be aware when disposing of a case of the handicapping conditions and Special Education background and needs of youth before them. There is a special burden upon educators when a handicapped child becomes involved in the Juvenile Justice System. Educators must recognize that police and judges often lack the technical expertise of those in the education field, and must rely upon teachers and other school officials to explain the Special Education services which a child has been receiving and to recommend those that are appropriate given the circumstances.

In order to identify exemplary programs that are actually meeting these objectives, we have funded two projects, again another at the Institute on Mental Deficiency and the Law, and it is an attempt to identify through exploration exemplary programs in the area of identification and training.

The second project is called C/Set (Correctional Special Education Training) at the Arizona State University. At this Institution, they have developed eight personnel training modules, and have established a network of special educators, vocational educators and so forth to exchange ideas and to facilitate the flow of information on good practices for leadership of personnel. I just want to run very quickly through the modules to give you a sense of what the packages are about.

Module 1 is an overview of the criminal justice system: history, perspectives, incidence, prevalence, operation of corrections, returning to the community.

Module 2 is the characteristics of exceptional populations: definitions and terminology, areas of difference, characteristics of incarcerated students, adult learners.

3 is an overview of special education. It parallels what 1 described in terms of the criminal justice system: history of special education, issues in Special Education, 94-142, due process, individual instruction, etc.

4 is an overview of P.L. 94-142 and Individual Education programs, the Right to Treatment and Rehabilitation, Due Process Safeguards, the Role of Parents, Surrogates, IEP Development, Least Restrictive Environment.

5 is a module on screening and identification.

6 is a module on curriculum.

7 is called basics and foundations: Applied Behavior Analysis, Task Analysis, Performance Objectives.

And the last is an overview of Vocational Special Education within correctional institutions.

In conclusion, I want to go back to the quotation with which I began. If you'll recall I quoted that the great civilizations are ones in which not only the laws were just but were intended to be just. I think that we're motivated by many reasons to improve services to adjudicated youth. Some of these motives include fear, prudence, certainly a concern about social costs. These are good motives; they are acceptable motives, but they are not just motives. I think the person who has crafted best or articulated best a just motive for disabled individuals is Ronald Reagan. He has said in a number of statements and proclamations "America is a caring society. Disabled people want what all of us want: the opportunity to contribute to our communities, to use our creativity, and to go as far as our god-given talents will take us."

And I'd say finally that I have become aware within the past few months of a kind of growing energy and excitement in the field of correctional education. People are pounding on the doors of all the federal agencies wanting assistance, wanting technical assistance, wanting training, wanting to know more about Special Education. And I know from my discussions with special educators who were present at the creation of 94-142 how difficult it really is to create a good system. I know that I think I can sense the kind of frustrations, the kind of enervation that is involved at times in trying to wrest improvements in a system that is very lethargic and I would just want you to close on the note that we have to remember the importance of the individual, the contribution an individual can make in improving a system, the importance of small platoons. I consider myself a part of the Special Education Platoon and I am very proud of its accomplishments. I know that you can achieve the same sort of degree of improvement and refinement in your system that we feel we've accomplished in the past ten years.

DR. LAWRENCE F. DAVENPORT

ASSISTANT SECRETARY
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
U.S. DEPARTMENT OF EDUCATION

The 1985 appropriations for OESE were in excess of $5 billion, one of the largest in the Department of Education. The Office is under the direction of the Secretary of Education, who has delegated the responsibility to the Assistant Secretary for Elementary and Secondary Education.

Currently OESE is comprised of four program offices, each headed by a program director. They are: Compensatory Education, State and Local Education, Indian Education and Migrant Education Programs.

The Office of Elementary and Secondary Education administers programs that serve the needs of special populations, recognizing the unique and special needs of such groups as the educationally disadvantaged, the children of migrant workers and Indian children. The enhancement of quality programs and overall educational improvement for all students are also initiatives addressed by OESE programs. In addition, the office assists communities that have been impacted by Federal activity or natural disasters.

I. Office of Elementary and Secondary Education

This Office has the responsibility for administering programs that assist state and local educational agencies to maintain and improve preschool, elementary and secondary education. These programs are designed to promote equal educational opportunities and educational excellence in this nation's public and private schools.

II. Identification of Programs or Services Administered by OESE That Could or Are Being Used in a Correctional Setting

1. Chapter 1 - Neglected or Delinquent Program

Payments to state educational agencies to provide supplementary educational services to raise the educational attainment of neglected delinquent children in state institutions.

2. Chapter 2

Main purpose of this Chapter is to financially assist state and local educational agencies to improve elementary and secondary education. States could use for correctional education if they so desired.

3. Secretary's Discretionary Fund

Part of Chapter 2, supports the following programs that could be used in correctional education:

A. Alcohol and Drug Abuse Education
B. Law-Related Education

4. Other Programs

A. Women's Educational Equity Program
B. Indian Education Programs

III. Identification of Goals and Visions of Future Directions of My Office as they Effect Correctional Education

A. One OESE goal is to encourage state and local educational agencies to build a partnership between elementary and secondary education program coordinators and corrections institutions.

B. The second goal is to provide information to state educational agencies on exemplary correctional education projects.

C. The third goal is to provide technical assistance wherever we can in order to improve coordination and communications.

IV. Identification of Strategies That Will Build Partnerships Between the Office of Elementary and Secondary Education and the Correctional Education Field in Addressing the Educational Needs of Offenders

My office intends to continue furnishing technical assistance to state and local educational agencies wherever needed and to evaluate its on-going efforts through the program review monitoring system.

Also, we will try to keep the states informed on what funds are available for correctional education needs.

OCTOBER 22, 1985

B. Directors of Federal Agencies Panel:

"Federal Concerns and Support for Educating Offenders"

Panelists:

Mr. Raymond C. Brown
Director
National Institute of Corrections
U.S. Department of Justice

Mr. Gerald M. Farkas
Assistant Director
Federal Bureau of Prisons
U.S. Department of Justice

Mr. James K. Stewart
Director
National Institute of Justice
U.S. Department of Justice

Ms. Pagett W. Hinch
Associate Commissioner
U.S. Department of Health and Human Services

Colonel William A. Scott
Director
Education Directorate
Office of the Assistant Secretary of Defense
U.S. Department of Defense

RAYMOND C. BROWN

DIRECTOR
NATIONAL INSTITUTE OF CORRECTIONS
U.S. DEPARTMENT OF JUSTICE

NIC and Correctional Education

I. Description of NIC functions, Department of Justice, Housed within Bureau of Prisons - Training, Information Services, Grants, Research, Technical Assistance. Formulate and disseminate correctional policy, goals standards.

II. The National Institute of Corrections and the U.S. Department of Education - The Development of a Corrections Program at the U.S. Department of Education.

   A. NIC Cooperative Agreements - 1980-1985

      1. NIC funds for Corrections Program. FY 1981 - $50,000; FY 1982 - $50,000; FY 1983 to present - $100,000.

      2. Some Important Results of Funding

         a. Implementation of four annual directors of correctional education meetings - Baltimore 1982, Houston 1983, Philadelphia 1984, Atlanta 1985 to foster state and federal networking and input into federal education activities in corrections.

         b. Permanent Corrections Program in the U.S. Department of Education - in the Office of Vocational and Adult Education established in 1983. The Department has gradually assumed increasing fiscal responsibility for staffing the Corrections Program. Some NIC funding remains for FY 1986 for activities such as this conference.

         c. A Three Year Plan for FY 84-87 for Correctional Education including an intra-departmental coordinating committee to coordinate all Department activities and resources for corrections.

         d. The completion of a $100,000 project "Education in Correctional Settings: A Guide for Developing Quality Vocational and Adult Basic Education," which identifies and describes model programs in adult correctional settings.

         e. Technical Assistance to the field of corrections and the development of many resource documents for correctional education.

f. NIC sponsored State Commissioner of Corrections conference in 1986 will include presentations on education in correctional institutions.

III. Senator Specter Funds for FY 1984 in Basic and Vocational Education

A. Amount - $2.5 million

B. Purpose - to improve basic education and vocational training programs for prison inmates.

C. Grants Awarded in FY 84

1. Technical Assistance Grants of $25,000 to develop education programs for academic/vocational diagnosis, competency-based curriculum and volunteer tutorial service training.

   Grantees to date: (20 available, 9 awarded, 6 pending) Alabama, Pennsylvania, Florida, Oregon, California, Missouri, New Mexico, South Dakota, and National Council on Crime and Delinquency. Several more states are being considered for awards.

2. Computer Training Initiative Grants of $60,000 to agencies to develop and/or expand computer-based and computer assisted basic education and vocational training programs.

   Grantees Awarded: (10 available, 10 awarded)

   Alaska, Iowa, Maryland (2), Minnesota, Missouri, New York, North Carolina, Ohio, and Wisconsin

3. Training Grant of $200,000 to develop or expand correctional administrator and teacher skills in developing literacy programs for inmates.

   Grantee Awarded: (1 available, 1 awarded)

   American Correctional Association, Maryland

4. Training Grant of $200,000 to develop or expand correctional administrator and teacher skills in developing computer-assisted instruction programs for inmates.

   Grantee Awarded: (1 available, 1 awarded)

   University of Washington, Seattle

5. Literacy Program Guide Grant for $200,000 to develop literacy programs in adult correctional facilities, to be coordinated with the $200,000 literacy training grant.

   Grantee Awarded: (1 available, 1 awarded)

   Far West Laboratory of San Francisco

6. Computer-Assisted Instruction Guide for $200,000 to develop computer-assisted instruction programs in adult correctional facilities, to be coordinated with the $200,000 computer training grant.

   Grant Awarded: (1 available, 1 awarded)

   Correctional Education Association
   Washington, D.C.

7. Documentation and Evaluation Grant for $225,000 to assist NIC in collecting data and information on all education grant activities.

   Grantee Awarded: (1 available, 1 awarded)

   Institute for Economic and Policy Studies, Virginia

8. Direct Technical Assistance funds are available to provide direct technical assistance to advance basic education services and vocational training for state prison inmates. Direct technical assistance funds support travel, consultant fees, and other costs associated with sending an individual or team to assist the requesting agencies.

   Grantees Awarded: (many available, 8 awarded)

   Tennessee, Washington, New York (2), Nevada, Montana, Florida, and the State Directors of Correctional Education

IV. Senator Specter Funds for FY 1985 in Basic and Vocational Education

   A. Amount - $1.5 million

   B. Purpose - to improve basic education and vocational training programs for prison inmates (same as 1984)

C. Grants to be Awarded in FY 1985

1. Technical Assistance Grants of $25,000 to develop education programs for academic/vocational diagnosis, competency-based education, the adoption of recognized educational a vocational programs, and the initiation of programs for special populations.

   Grants to be Awarded: 5 remaining from FY 84 monies are being carried over into FY 85, funds available until exhausted.

2. Computer-Assisted Instruction Grants of $50,000 to develop or expand computer-based and computer-assisted education and vocational training programs.

   Grants to be Awarded: 8 for 18 month projects, deadline is December 2, 1985.

3. Vocational Training and Educational Programs for Female Offenders Grants of $60,000 to develop less traditional programs that prepare female offenders for higher-paying occupations.

   Grants to be Awarded: 5 available, deadline is January 3, 1986

4. Programming for Special Offenders Grants of $30,000 to develop programs for inmates in protective custody, lock-up for segregation, serving long terms, in pre-release and specialized housing units, in hospitals for long periods or who are geriatric.

   Grants to be Awarded: 5 available, deadline is January 15, 1986.

5. Integration of Educational and Vocational Training Programs with Prison Industries Grants at $45,000 to integrate prison industries, education, and vocational training to provide inmates with the necessary skills to be successful in the free community.

   Grants to be Awarded: 5 available, deadline is February 3, 1986.

6. Training Grant of $200,000 for Seminars on Programming for Mentally Retarded and Severely Learning Disabled Inmates to provide training relative to the provision of basic education and vocational training for handicapped inmates.

Grant to be Awarded: 1 available, deadline is March 17, 1986.

7. Grant of $185,000 for a Guide on Programming for Mentally Retarded and Severely Learning Disabled Inmates to develop a comprehensive guide on issues relative to the provision of basic education and vocational training services.

   Grant to be Awarded: 1 available, deadline is December 16, 1986

8. Direct Technical Assistance for three to five day consultancy activities to assist correctional agencies in identifying problems and solutions for correctional education.

   Grants to be Awarded: FY 84 monies to be continued until exhausted.

MR. GERALD M. FARKAS

ASSISTANT DIRECTOR
FEDERAL BUREAU OF PRISONS
U.S. DEPARTMENT OF JUSTICE

I am pleased to be able to participate in this conference, which I believe represents a significant alliance of correctional and educational professionals, one that can produce a great deal of benefit for both of our disciplines.

As Associate Commissioner of Federal Prison Industries, and an Assistant Director in the Bureau of Prisons, I would like to give you just a brief overview of the Bureau and its programs. The purpose of the Bureau of Prisons is to maintain and operate secure, safe and humane correctional facilities for federal prisoners, and to provide programs that balance deterrence, incapacitation, and opportunities for change.

In a time when the public is calling for swift and firm justice, prisons have become a growth "industry". In the Federal Prison System, our current population exceeds 36,000, a 12,000 inmate or 48 percent increase since 1980.

In the area of program and services, we are a microcosm of any small-size city. Each of our 45 institutions provides a wide variety of services, ranging from counseling and psychological services to industries, from religious programs to food service to general maintenance assignments.

However, education and vocational training, the special interest areas of this conference, are important program components in our system. In the Federal system, education, vocational training and industries are under one administrative umbrella. They are organized into a single division which provides more visibility for education and training programs, enhances program integration capabilities, and sets the stage for sequential programming.

One of our highest priorities is in the area of inmate literacy, because in our country today, illiteracy is not only a national issue, but a correctional issue. It has become a public policy issue that is visible on the national agenda, and as taxpayers or correctional professionals, functional literacy should be the number one learning program priority in corrections. In addition, we all know that this Administration and the Chief Justice have recognized literacy as a high priority need.

The Federal Prison System has placed into action a program that addressed what we believe are the important concerns relating to inmate literacy. All inmates tested to be functionally illiterate, that is below the 6.0 grade level on the SAT, are required to attend Adult Basic Education for a minimum of 90 days. If, after the 90-day period, they choose to discontinue the program, they may do so.

Since the program began in 1983, enrollment and completions increased the first year some 62 and 90 percent, respectively. After the initial surge, in 1984, enrollments continued to grow 16 percent above 1983 levels, and completions rose 30 percent above 1983 levels. So far this year, we have seen a 5 percent increase over 1984. In order to extend what we believe is our initial success in this program, we are currently conducting a pilot in several institutions where the minimum grade point level has been raised to 8.0. Our initial assessment of this pilot is quite promising.

In addition, since prison industries is a preferred and paying assignment, we have seized the opportunity to tie in education as an incentive in our work programs. No inmate can be promoted from the lowest grade of pay to the next level, in either industries or institution work assignments, until he or she achieves a 6.0 score on the SAT.

We can see the same kind of linkages happening in the outside world. The most recent example of this linking of academic performance to other factors is in the state of Texas. There, high school students are disqualified from extracurricular activities if they don't meet set academic standards. This, of course, has had no small impact, especially during football or basketball season.

Vocational training is an area that we have examined very closely in recent years. I believe that vocational training programs must be realistic, and attuned to state-of-the-art technology. There are more machine shops and welding VT programs in our prisons than any other disciplines, and I think that we need to diversify our training efforts away from some of these traditional areas to some of the more service-oriented areas.

Apprenticeship programs are also a traditional avenue for inmate training.

They have a great deal of value, but many of them are too long, and consequently, inmates do not complete them. We must reexamine the requirements of these programs in terms of today's needs, keeping realistic timeframes in mind.

Sequential programming has been a concept sadly lacking in corrections until recently. We have to look no farther than our high schools and colleges and to the free world job market to see that there are certain prerequisites for progress in the academic and employment world. If we support the notion that a prison is a microcosm of the community, then we need to look increasingly for ways to promote the concept of sequential programming in our facilities.

As always, in a conference like this it is important to ask what you, as correctional educators, can do to enhance correctional education in this country. First, I think that correctional education professionals must work hard to promote inmate literacy. This is one of the fundamentals of our society, and we do our inmate population a great disservice if we do not properly equip them in this area. Secondly, I think we need to develop guidelines for realistic vocational training programs. As the complexion of the modern work world changes, it will be increasingly necessary that we carefully tailor the nature and scope of our vocational training activities to reflect as closely as possible the needs of the job market outside. Third, I believe we must actively pursue means of structuring our programs in a sequential manner. Not only is this the model that the real world sets for all of us, but it is logical in terms of the effectiveness and efficiency of prison education and training programs.

Most importantly, I think that we all need to support and promulgate standards for corrections to follow. A number of standards relating to correctional education issues have been recommended to the ACA Committee on Standards, and I would urge you to write the Commission on Accreditation in support of them. These standards include the following:

1. That all State institutions seeking accreditation require inmates that test below 6.0 to attend ABE for a minimum of 90 days before opting out.

2. That written policy and procedure provide that inmates who are diagnosed for specific learning disabilities be provided with academic counseling, so that inmates are placed in that phase of the education/vocational training programs most suited to their needs and abilities.

As a closing note, I would urge the participants of this conference to become more visible in setting the goals in correctional education, by developing a national network of action. This conference is a significant step in that direction, and I commend each of you for your role in it.

MR. JAMES K. STEWART

DIRECTOR
NATIONAL INSTITUTE OF JUSTICE
U.S. DEPARTMENT OF JUSTICE

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I. Introductory Remarks

A. Great pleasure to be here this morning.

1. Particularly welcome opportunity to participate at conference that addresses issue of growing concern to criminal justice and education professionals alike.

2. Increasingly clear that two of greatest problems facing U.S. are reflected in our prisons -- namely crime and low educational levels.

3. Recent research indicates educational levels among prison inmates are significantly lower than among general population -- substantially higher level of functional illiteracy among inmates.

4. I'm sure most of you -- particularly those in education -- are aware that President Reagan recently appointed William Bennett as Secretary of Education -- placed great importance on improving levels of basic education and literacy in our schools.

o yet in our prisons, we have a high number of individuals who fall below those basic levels -- if our concern is to provide best possible level of education for all Americans -- then it is important to look at the potential benefits, to society as much as to offenders, of developing effective training and education programs in our prisons.

B. As Director of the National Institute of Justice (principal research agency of Justice Department) -- seems most appropriate for me to discuss some of the issues impacting education in corrections from criminal justice perspective.

1. If it is true that in recent years, we've seen a shift in attitudes towards the question of both education and vocational training in prisons -- then I think it is also true that those changes are part of a larger rethinking of the whole question of punishment and expectations we have of imprisonment.

o a rethinking not only among criminal justice and education professionals, but among the American people.

2. Part of the change in the public mind has been a questioning of an idea that had some currency at one time -- an idea which held that crime was somehow largely society's fault.

    - which attributed an individual's criminal tendencies to a range of external circumstances -- to demographic, educational, employment, family background and other social factors -- yet which tended to ignore the individual who might have experienced those same circumstances -- but chosen not to turn to crime.

3. What we have seen, I think, is a change in the public's view of how we ought to respond to crime -- a sense that criminals are not compelled to an act of crime -- and therefore should be held accountable -- and punished accordingly.

    - We've seen evidence of that trend across the U.S. -- where Americans have called for tougher penalties for convicted offenders.

4. I think we've also seen a change in our thinking about what crime is -- a change from concept of crime as a "disease" to which the offender falls victim -- and needs to be "cured."

    - today our perception stresses that just as the decision to commit a crime is a choice -- so the decision to continue or abandon a criminal career is also a choice.

    - I believe that seeking to improve educational skills and vocational training programs for inmates really takes on important significance in that context.

5. While the effectiveness of rehabilitation is far from established, it seems clear that if punishment is, at least in part, an effort to deter future crime -- then offering education and training to inmates who genuinely wish to change, may not only enhance their lives, but benefit society in terms of reduced crime.

    - if we can make some progress towards that end through education and training -- then it is certainly an avenue worth exploring.

II. NIJ INITIATIVES IN CORRECTIONAL EDUCATION AND TRAINING

A. I'd like to take this opportunity to briefly report on a few research initiatives undertaken by NIJ which have particular relevance to the issues before us at this conference.

1. Learning Deficiencies Among Adult Inmates:

   Conducted from 1981 to 1983 -- study looked at 9 state prisons in three states (Louisiana, Pennsylvania, Washington) -- looked at a range of factors which might have impact in inmates educational deficiencies.

   o study indicated that while educational levels were well below national norm -- less than one third of inmates who could potentially benefit from education programs were actually enrolled.

   o suggested it was important to improve number and quality of programs available -- needs and difficulties peculiar to prison environment are such that teachers and counselors need special training.

   o also tended to confirm idea that the longer an offender's criminal activities cause him to have contact with criminal justice system, more 'hardened' and violent he is likely to become.

2. Monograph: "Adult Offender Education Programs"

   Previous study sponsored by NIJ sought to pull together and evaluate available knowledge of education programs for adult inmates in 12 states.

   o concluded that correctional administrators have two fundamental choices in this area:

   a) to allow inmates to spend time incarcerated idle

   b) or to develop constructive education and work programs to occupy inmates' time in a more positive and productive way.

   o identified several successful education programs -- and a range of incentives designed to encourage inmate participation.

   - looked at efforts in several states to develop partnerships with private sector to bring prison industries into effective operation in state prisons -- generate productive employment for at least some inmates.

   - stressed too, that a combination of education and work programs could help inmates to learn a sense of the values of society -- and of the rewards offered by a productive and law-abiding life.

3. NIJ particularly active in regard to development of private sector working with corrections officials to develop prison industries.

   - earlier this year, Institute convened conference: "A National Forum on Corrections and the Private Sector" -- brought researchers, criminal justice professionals, policymakers and representatives of private sector together to look at range of options.

   - impetus for that meeting came in part from pressures of high costs of prison -- we know that at current rate of expansion, costs $56 million every week to build additional maximum security facilities -- estimated that over a 30 year period, operational costs will exceed that original figure 10 fold.

   - yet when offender is incarcerated, rather than paying debt to society he increases it -- adding staggering fiscal burden to taxpayer while remaining unproductive during imprisonment.

   - clearly reasonable that, in context of huge investment in detention facilities, we should seek to achieve more than merely "warehouse" inmates -- equally clear that neither society nor offender benefits from idleness in prison.

   - this is recognition that inspires "factories within fences" concept urged by Chief Justice Warren Burger among others -- has several advantages:

     a) income generated by inmates employed in prison industries can be used to meet at least some of costs of custody and welfare.

     b) keeping inmates productively employed makes prison population more manageable than when idle.

c) affords inmates means to pay restitution to victims.

d) relieves additional burden on taxpayers by allowing offenders to contribute to maintenance of family and dependents who might otherwise be on welfare.

e) and prison industry and related training programs can offer inmates opportunity to develop and master marketable job skills -- skills that could enhance their ability to compete for jobs following release from prison.

   o obviously, basic education and training has a crucial role to play in this process -- inmates must possess at least basic learning skills before they can be instructed in anything beyond the most elementary job skills.

   o equally obviously, functional illiteracy thwarts an individual's ability to develop more advanced skills -- skills that could increase not only an offender's value to a potential employer in the future -- but can make him a more productive employee within the prison industry setting.

   o and again, in terms of limited fiscal resources, when government officials and corrections administrators are hard-pressed to find funds for education programs -- income generated by prison industries could be used to pay at least part of costs of education -- and afford offenders access to more advanced education, not only in vocational skills, but in fundamental values and principles on which our society rests.

f) and that leads me to a further important potential benefit of work and training programs -- just as paying restitution to victims and helping to maintain dependents can help offender to feel that he is still fulfilling some responsibilities while incarcerated -- so supporting himself and making some contribution to costs to self-improvement can serve to further reinforce a sense of self-esteem.

   o doing something to benefit himself that also benefits society, allows offenders to demonstrate determination to respect values of society and develop skills to support himself without resuming criminal career.

o the expectation that an offender would contribute to cost of education or training with income from work could also help to avoid a situation where education and work programs have tended to compete against each other.

4. A further aspect of the conference on Corrections and the Private Sector explored partnerships between the public and private sectors to expand prison space through a variety of options.

   o this might also have a positive impact on prison education programs -- I know that crowded conditions in many facilities have forced prison administrators to convert space intended for education programs to accommodate additional beds.

   o with expanded facilities, that space could be restored to its original purpose.

5. Conference also explored various options for contracting for services between corrections and private sector.

   o included private sector providing education and counseling -- various initiatives of this sort have already proven they can be both effective and cost-efficient in correctional setting.

6. As a further outcome of that conference, the Institute is currently planning a series of training programs designed to promote private sector involvement in prison industries -- aimed at state corrections officials and policymakers.

7. Intensive Supervision and Probation

   In one final area of inquiry which could impact on prison education and training in the future, NIJ is currently evaluating intensive supervision programs in Georgia, New Jersey and Massachusetts -- those programs incorporate requirement that probationers have jobs or be engaged in basic education or job training -- evaluation may generate critical information on importance of such education and training programs -- and their possible impact on future criminality -- information vital to supporting requests for funding of education programs in future.

III. CONCLUDING REMARKS

A. These are just a few examples of the Institute's efforts to explore new approaches in the field of corrections -- here at this conference, you have embarked on important effort to seek out effective innovations.

1. It is in supporting your efforts that NIJ has a crucial role to play -- research can monitor and evaluate projects you implement -- assess what works and what does not -- and identify where problems exist and how they might be resolved.

   o rigorous research can contribute to the success of your programs and help you to avoid or overcome the hazards attendant on any endeavor to experiment and bring about change.

2. You have all the ingredients for success - I'm sure you will make the most of this opportunity.

Thank you.

MS. PAGETT W. HINCH

ASSOCIATE COMMISSIONER
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

The Family and Youth Service Bureau of the Administration for Children, Youth and Families of the Department of Health and Human Services, is involved in the area of correctional education through our efforts to strengthen families. We are supporting, at this time, two projects directed at educating incarcerated mothers.

These programs focus on:

1. Improving parenting skills so that women can resume the role as the primary caretakers of their children once they are released.

2. Strengthening family communication so that adult family members reinforce an inmate's desire to maintain contact with her children and are supportive of the children's visits.

3. Encouraging private visitation between the incarcerated mother and her children to increase intimacy, touching, and affection.

4. Emphasizing how the strong ties to their children can be a primary force in reducing recidivism.

The projects are located in:

Ames, Iowa - Iowa State Penitentiary
New York, New York - Riker's Island

At these women's facilities 73% of the women are mothers. The population ranges from women serving two years for prostitution, to life for murder. The most common offense is false use of a financial instrument, such as bad checks. The women are typically, young, low income, single mothers with minimal educational backgrounds. The average woman has attained a 10th grade education, has an 8th grade reading ability and a 5th grade math ability. The programs accomplish their objectives through the use of:

1. Specialized parent education curricula - one institution is using the Head Start "Exploring Parenting" material. The adapted version will be available soon from Iowa Project.

   The Head Start program for parents of Head Start Children improves parent's communication skills, coping skills, and helps them identify child development stages. A parent who learns what to expect of children at different stages is much less likely to be abusive, than one who knows little about child development.

2. Weekly 1 to 2 1/2 classes and support group workshops. The women learn such simple skills as how to write a letter home to their children. For example, the staff taught the mothers how to make valentines with the mother's picture in it. They were also encouraged to phone home once a week and communicate with their children and family.

3. Education of children's caretakers, relatives, foster parents, grandparents and prison officials on the importance of maintaining or building positive family ties. (Overcoming objections of caretakers.)

4. Providing transportation for the children to facilitate visitation.

5. Creating positive, private areas for parents and children to inter-act. Example, RYKER'S "Sesame Street Room" - toys and games provided, and trained staff to teach the mothers how to play with their children to insure quality time is spent together.

6. RYKER'S has established a nursery so that mothers can keep their babies for one year. Staff teaches pre and post natal infant care to ensure parent/child bonding.

7. Classes are offered to aid transition back to normal life, especially dealing with stress of work and family demands.

   Results:
   1. intensive one week course stressing possible problems after release.
   2. indicate that it may be difficult to find a job.
   3. relatives may not be supportive.
   4. list of social services is provided.

Since July, 1984 250 inmates have been involved in the projects. Inmates are developing support groups that go beyond the classes and which provide positive influences in other areas of life. (Example -- one graduate in Ames is teaching elementary reading to another incarcerated mother. What she is using for teaching tools are the materials the mothers are given to use with their children. Therefore she is not just teaching reading, but also parenting skills.)

At Riker's Island 100 participants have been released and have remained home for one year, only 4 have returned to prison. This is a partial indication of the success of the program.

The Iowa Penitentiary is moving to institutionalize the Incarcerated Mothers Programs and operate it with trained prison staff. (It has formerly been run by the Iowa State University, but the prison wants to continue in-house with their own staff).

National groups are becoming more supportive of the need to educate inmates in their roles as parents. For example, The National Association for the Education of Young Children (NAEYC) and American Corrections Association have dealt with the issue of national conferences on parenting education.

COLONEL WILLIAM A. SCOTT

DIRECTOR
EDUCATION DIRECTORATE
OFFICE OF THE ASSISTANT SECRETARY OF DEFENSE
U.S. DEPARTMENT OF DEFENSE

(TEXT OF ADDRESS NOT AVAILABLE)

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STATE DIRECTORS OF CORRECTIONAL EDUCATION MEETING

Minutes of the First Meeting of State and Federal Directors of Correctional Education

Meeting was convened at 10:30 a.m. on Tuesday, October 22, 1985, at the Twin Bridge Marriott Hotel in Arlington, Virginia

Present were: John Stewart (Alabama), John Merren (Arizona), Albert Groves (Colorado), Robert Suerken (Connecticut), Benjamin Groomes (Florida), John Fair (Georgia), Raymond Quick (Illinois), Jerry Wilson (Kentucky), Alice Martinson (Kentucky), John Linton (Maryland), Jacqui Reed-Edwards (Massachusetts), Karen Holland (Massachusetts), Diane Spence (Michigan), Lewis Welker (Missouri), Gene Hruza (Nebraska), Jerry McGlone (Ohio), Kathy Roberts (Oklahoma), William Mader (Pennsylvania), Roberta Richman (Rhode Island), H. Layne Coleman (South Carolina), J. Blaine Kollar (South Carolina), Dean Hinders (South Dakota), Robert Lucent (Vermont), Charles Price (Virginia), James Barger (West Virginia), Robert Hable (Wisconsin), Sylvia McCollum (Federal Prison System).

Discussion

Group met with:

John Wu, Joyce Winterton, and Dianne Carter
U.S. Department of Education

Raymond Brown and Steve Steurer
National Institute of Corrections

Gerald Farkas
Federal Bureau of Prisons

Sam Hudgins, Bruce Wolford, and Marianna Burt
Correctional Education Association

Osa Coffey
Past Executive Director, Correctional Education Association

Karen Morell and Woodrow Hodge
University of Washington

John Littlefield
National Center for Research in Vocational Education
Ohio State University

Actions

1. Hinders (South Dakota) moved and Price (Virginia) seconded that a National Association of State and Federal Directors of Correctional Education be formed. Discussion identified membership limited to those persons who have state or federal district level of responsibility. Motion carried unanimously.

2. McCollum (Federal Prison System) moved and Price (Virginia) seconded that the State Directors defer the question of affiliation until the next meeting of the State and Federal Directors Association. Lengthy discussion followed on the relationship with the Correctional Education Association, motion carried.

3. Suerken (Connecticut) moved, and Linton (Maryland) seconded, that the temporary chairman, Hable (Wisconsin) be empowered to set up a temporary organization for the Association. Chair indicated that he would appoint members from each region of the country using the CEA structure as a steering committee for the Association. Motion carried.

   Chair appointed:

   As Co-Chair to represent juvenile correctional education system - Stewart (Alabama)

Region I	Ray Vitelli (Connecticut)
	Karen Holland (Massachusetts)
Region II	John Linton (Maryland)
	Sylvia McCollum (Federal Prison System)
Region III	Diane Spence (Michigan)
	Lewis Welker (Missouri)
Region IV	Dean Hinders (South Dakota)
	Albert Groves (Colorado
Region V	Kathy Roberts (Oklahoma)
	Richard Johnson (New Mexico)
Region VI	David Carnahan (Washington)
	Kay Hawes (Utah)
Region VII	Wanda Briscoe (California)
	John Merren (Arizona)
Region VIII	H. Layne Coleman (South Carolina)
	Barbara Clankscales (Georgia)

Discussion continued on preparing a grant request to the National Institute of Corrections to hold a national meeting of State and Federal Directors of Education.

Group agreed to develop a proposal working with CEA staff and with Dr. Littlefield at Ohio State University.

Grant will request funds to implement a National Association of State and Federal Directors of Correctional Education in order to:

1. Establish a communication network between state and federal directors of correctional education.

2. Develop a working relationship with appropriate federal agencies.

3. Form committees to address significant correctional education issues.

4. Implement special staff development and training programs for CE leaders with state and federal administrative responsibilities.

5. Direct educational research in CE that will address national and state concerns.

Process will be to seek a planning grant in order to hire Osa Coffey as a consultant to work with the State Director's Steering Committee. Goal will be to hold a State Directors conference during 1986.

WORKSHOP ABSTRACTS

"A" WORKSHOPS

SESSION #A-1

TITLE : CHAPTER II: PROGRAMS AND RESOURCES

PRESENTER : Ron Davis

ABSTRACT : No abstract available. This session gave the audience a description of the purpose of Chapter 2, the authorized programs and activities, fiscal requirements, public participation and how children enrolled in private schools participate.

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SESSION #A-2

TITLE : EVALUATING CHAPTER 1 IN CORRECTIONAL SETTINGS

PRESENTER : Barbara I. Williams

ABSTRACT : This program described the various options for evaluating Chapter 1 N or D programs, including the advantages and disadvantages of each option. The presenter's reference manual illustrated the options.

TARGET POPULATION:

Persons interested in correctional education -- administrators and teachers.

RESULTS : This presentation made the participants aware of the Chapter 1 N or D program, particularly, its effort to evaluate the program.

CONTACT PERSON:

Barbara I. Williams
Area Coordinator, TAC
Educational Testing Service
1825 Eye Street, N.W, Suite 475
Washington, D.C. 20006
(202) 775-8106

SESSION #A-3

TITLE : NIC EDUCATIONAL INITIATIVES AND RESOURCES

PRESENTER : Dr. Stephen J. Steurer
Dr. Osa Coffey

ABSTRACT : The NIC adult basic and vocational education projects for 1984 were highlighted. NIC has funded 10 computer training initiative grants, about 15 technical assistance grants, two training grants in literacy and computer-assisted instruction, two grants for guidelines in developing computer and literacy programs, an educational component to the NIC Information Center, and a number of small direct technical assistance efforts across the United States in adult prisons. Data is being collected on NIC grant activities by the Institute for Economic and Policy Studies under a separate grant. In addition, the new NIC 1985 education supplement was explained for those interested in NIC's latest grant activities.

TARGET POPULATION:

Correctional Education Administrators

RESULTS: The progress of the NIC grants was shared, and the NIC 1985 education supplement was explained.

CONTACT PERSON:

Dr. Stephen Steurer
Correctional Program Specialist
NIC, Prison Division
320 First Street, N.W.
Washington, D.C. 20534
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SESSION #A-4

TITLE : IMPROVING EDUCATION THROUGH TECHNOLOGY

PRESENTER : Frank Withrow

ABSTRACT : Technology is making a difference in all of education. Television is being used across the nation for a wide range of educational applications from instruction to staff development. One of the more interesting aspects of distant learning is the use of satellites and telelearning with computers and video. Such programs can reach into all institutions for both learners and teaching experts. This is one of the more interesting aspects of the use of technology within correctional institutions. Teleteaching, telework, and telelearning open up new opportunities for all education.

Microcomputers offer both a management and learning assistance. There is the opportunity for training people in the applications of computers. The development of people with programming skills, application skills and other computer science skills is a vocational training opportunity.

New technologies, such as, videodisc and compact disc read only memory (CD-ROM) provide new systems. The CD-ROM for example can store for a computer 270,000 pages of text, 1500 floppy discs, 1800 digitized images or 4500 hours of digitized voice. Personal computers can use these units as memory storage units. Such massive storage capacity allows for entire encyclopedias, large data bases, and complete curriculum to be available on personal computers.

The new educational technologies offer correctional institutions a new group of resources that can be used throughout the institution and accessed at any time. Technology may be the resource that allows institutions the opportunity to serve all of their people effectively.

The Department has a number of programs in basic skills in reading writing, mathematics and science that may be used as remedial programs. A computer controlled interactive videodisc program entitled "World of Work" might be of particular interest. It is available in both tape and videodisc formats from the Great Plains National Television Library in Lincoln, Nebraska. This program looks at the job opportunities for the rest of this century. Of special interest is a part of the program that provides guidelines on how to marshall your resources in looking for a job once you have lost a job.

Many of the television programs developed by the Department are also available from the Great Plains National Television Library. The fee is a simple service charge and you may copy the program when you have it to make it a part of your own library.

CONTACT PERSON:

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SESSION #A-5

TITLE : **NEW PARTNERSHIPS: FEDERAL BUREAU OF PRISONS**

PRESENTER : Sylvia G. McCollum
Donald Frye
Khurshid Yusuff

ABSTRACT : This session addressed recent developments in correctional education programming which involve new networks: prison industries, community advisory committee, computers, private sector contractors and community based private and public education/training and institutions.

TARGET POPULATION:

Correctional Administrators, public/correctional educators and interested private sector representatives.

RESULTS: The participants were able to identify and discuss how prison industries and advisory committees provide support services for correctional education programs.

CONTACT PERSON:

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SESSION #A-6

TITLE : **OVERVIEW OF THE CARL D. PERKINS VOCATIONAL EDUCATION ACT**

PRESENTER : Dr. LeRoy A. Cornelsen

ABSTRACT : The presentation covered the Carl D. Perkins Vocational Education Act and the opportunities for Federal funding of programs for the incarcerated.

The slide/tape presentation illustrated the 1% set-aside for the incarcerated in Title II and described the authorizations under the Act, the required distribution of funds, and the process the State must use to develop a State plan for the expenditure of Federal funds.

Answers to questions from the participants included the following:

1. After a State has used up to 7% for State administration, a State must use 1% of the Basic State Grant for programs for the incarcerated. A State may choose to use additional funds from other parts of the law for this purpose.
2. For a correctional institution to acquire Federal funds for programs, the institution must apply to the State; the State sets the criteria for such applications.
3. In developing the State plan, the State is required to hold public hearings; this is one way those involved with corrections programs can influence the State plan and the policies for distribution of funds to correctional institutions.

TARGET POPULATION:

Professionals in the field of correctional education and others interested in vocational education legislation.

RESULTS : Slide/Tape Presentation available on loan from State Occupational Information Coordinating Committees

CONTACT PERSON:

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Division of Vocational Education
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"B" WORKSHOPS

SESSION #B-1

TITLE : THE WOMEN'S EDUCATION EQUITY ACT AND PROGRAM

PRESENTER: Annie R. Mack

ABSTRACT : The Women's Educational Equity Act Program makes awards to public agencies, nonprofit private agencies, organizations, institutions, and individuals.

The purpose of the awards is to develop educational materials and model programs designed to promote women's educational equity. These materials and programs are developed for replication throughout the United States.

The WEEA funded project presented was a film entitled "Fine Arts Support Curriculum for Female Offenders". Through this project, female prisoners learn to constructively channel anger and improve their self-esteem through theater, drama, poetry, painting and music.

Project Director:
Barbara Farrar
Institution Programs, Inc.
Bartlesville, Oklahoma

The film was presented by Vivian Guilfoy, Project Director of the WEEAP Publishing Center. WEEA funds the Education Development Center to operate the WEEA Publishing Center. The center conducts activities to promote widespread use of products resulting from projects funded under WEEA. The center also provides technical assistance to WEEA grantees during the development, publishing, and marketing of their products.

CONTACT PERSON:

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SESSION #B-2

TITLE : THE NATIONAL ADULT LITERACY INITIATIVE

PRESENTER: Dr. Pontheolla T. Williams

ABSTRACT: On September 7, 1983, President Ronald Reagan announced the National Adult Literacy Initiative. It is directed to erasing the hidden problem of functional illiteracy, which by conservative estimation affects 23,000,000 American citizens. The President asked the broad array of groups from all sectors of government and the private/public sector to eliminate functional illiteracy in the United States.

Deploring the costly price the Nation pays because of functional illiteracy, the President announced that the Initiative, which he placed in the Department of Education, would work to explore ways and means of combatting the problem. The Initiative, among other efforts, engages in a National Awareness Campaign, includes a National Adult Literacy Project, promotes, through Governors, State Literacy Coalitions, and promotes use of college work study students in Adult Literacy programs.

The Initiatives is implemented through the Secretary of Education and by the Adult Literacy staff under the direction of Karl O. Haigler. While the Initiative is not a fund-granting enterprise, it does operate with the authority of being the President's Initiative. It is national in its scope, projects and objectives. Outstanding in the client groups it aims to serve is that disproportionate number of correctional inmates who are functionally illiterate.

The Initiative's response includes the following:

- Coordination of Federal literacy activities.
- Promotion of awareness, voluntarism and recruitment of new service groups.
- Collaboration with and building on all existing literacy efforts.

Major activities of the Initiative include:

- Membership on the Intra-Departmental Coordinating Committee on Correctional Education
- Membership on the newly established Department of Justice Federal Bureau of Prisons Advisory Board on Corrections Education.
- Focus on the literacy needs of special populations, including functionally illiterate prison inmates, through seminars, conference, workshops.
- Stimulation of private sector support for literacy activities.
- Encouragement of substantial support from major foundations.
- Collaboration with major volunteer organizations in support of literacy.
- Development of a National Literacy Network: LitLine.
- Work with Governors to encourage development of State coalitions that include State Corrections agencies.

TARGET POPULATION:

Correctional Educators, especially those involved in education of functionally illiterate prison/jail inmates.

RESULTS: General knowledge of the purpose, scope and operation of the National Adult Literacy Initiative and how to promote literacy for corrections inmates.

CONTACT PERSON:

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The National Adult Literacy Initiative
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(202) 472-9020

SESSION #B-3

TITLE : VOCATIONAL EDUCATION DISCRETIONARY PROGRAMS

PRESENTER: Dr. Glenn C. Boerrigter
Muriel Tapman

ABSTRACT: This program was presented in several parts. The parts included a discussion of the (a) National Center for Research in Vocational Education, (b) the six Curriculum Coordination Centers, (c) the State Program Improvement Network (d) the three Bilingual Vocational Education programs, and (e) the planned Vocational Education Grants and Contracts program.

TARGET POPULATION:

Persons who are interested in Research and Development in Vocational Education and the available program improvement services.

RESULTS: This presentation made the participants aware of the program improvement funds that are available as well as discretionary services that are available for contracts and grants.

CONTACT PERSONS:

Muriel S. Tapman
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Dr. Glenn C. Boerrigter
Chief
Program Improvement Systems Branch
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SESSION #B-4

TITLE : NIJ RESEARCH: LEARNING DEFICIENCIES OF ADULT INMATES

PRESENTER: Dr. Raymond Bell

ABSTRACT: This presentation summarized the findings and recommendations of the National Study conducted by Lehigh University for the National Institute of Justice, U.S. Justice Department, on the nature and prevalence of learning deficiencies in adult inmates.

A sample of over a thousand inmates was drawn from three institutions in each of the states of Louisiana, Pennsylvania and Washington. One women's prison was selected in each state. Subjects were administered academic achievement test and an individual intelligence test. Those scoring below fifth grade level on one of the subtests were deemed to be learning deficient and administered a learning disabilities screening test. Subjects with a Full Scale IQ of less than 75 were given an adaptive behavior checklist. Data were collected on demographic, family, educational and criminal justice variables.

Findings indicated that the average inmate left school after tenth grade but was performing more than three years below this level. At least 42% of inmates have some form of learning deficiency and of those 82% had indications of specific learning disabilities especially in the area of auditory discrimination and closure and visual motor skills. The average IQ of inmates sampled was one standard deviation below national norms and learning deficient inmates were dramatically lower than the non-learning deficient. It was further found that a large percentage (70%) came from unstable home environments and many indicated childhood problems including drug and alcohol abuse. Most of the sample had a poor employment history prior to incarceration with 50% having no regular employment. Violent crime increased the longer the subject was in contact with the criminal justice system.

The emphasis in the program is upon the specific findings of the study and the conclusions drawn and the policy recommendations made.

TARGET POPULATION:

Prison staff, special education teachers, learning disability specialist, police in crime prevention.

RESULTS: Complete Technical Report or Executive Summary was made available and consultation was provided.

CONTACT PERSON:

Dr. Raymond Bell
Professor of Education and Social Relations
524 Broadhead Avenue
Lehigh University
Bethlehem, Pennsylvania
(215) 861-3249

SESSION #B-5

TITLE : LAW RELATED EDUCATION: AN OVERVIEW

PRESENTER: Rita M. Ray
Charlotte Anderson
Mary Curd-Larkin

ABSTRACT: Law-related education (LRE) is defined by the U.S. Department of Education as "those organized learning experiences that provide students and educators with opportunities to develop the knowledge and understanding, skills, attitudes, and appreciations necessary to respond effectively to the law and legal issues in our complex and changing society." A diversity of programs and materials have been developed to meet the needs of students in a variety of educational settings. While some programs are organized around practical topics (e.g., consumer and family law) and others around fundamental legal and political issues, all LRE programs emphasize demystification of the law and creation of legally literate citizens equipped with skills to participate responsibly in civic life.

TARGET POPULATION:

Teachers and administrators from adult and juvenile corrections settings, public and private schools officials, parents, lawyers and community leaders.

RESULTS: Assisted participants in locating funding resources and training.

CONTACT PERSON:

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SESSION #B-6

TITLE : OVERVIEW OF THE OFFICE FOR VICTIMS OF CRIME

PRESENTER: Carol L. Sheridan

ABSTRACT : The basic mission of the OJP Program is to develop and administer programs to facilitate the implementation in the states of the recommendations of the President's Task Force on Victims of Crime and the recently submitted Attorney General's Task Force on Family Violence; to operate the National Victims Resource Center, to implement and administer the program of Federal financial assistance to state victim of compensation and victim services programs under the Victims of Crime Act of 1984; and to discharge the duties of the Federal Crime Victim Assistance Administrator as set-out in the Victims Act.

TARGET POPULATION:

National, State, and local agencies, organizations, or units of government, which provide assistance to victims of crime, or whose work has an impact on crime victims.

RESULTS : Participants learned about improved treatment for victims of crime in the criminal justice system; recognition of the psychological cost to crime victims and their survivors; increased compensation benefits through State Victim Compensation Programs; and an expanded comprehensive system of victim services for crime victims throughout the country.

CONTACT PERSON:

Carol L. Sheridan
Program Specialist
Office for Victims of Crime
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(202) 724-5947

"C" WORKSHOPS

SESSION #C-1

TITLE : EFFECTS OF INCARCERATION ON PARENTING

PRESENTER : Dr. Phyllis Jo Baunach
Dr. Henry Musk
Dr. Velma La Point
Mr. Ed Wilson

ABSTRACT : According to the literature, female offenders do not receive sufficient attention or services because they comprise only 5% of incarcerated persons. Incarcerated women and their children have been overlooked by professionals in the social and behavioral sciences. This is reflected in the lack of literature in this area as well as incomplete statistical information. The literature suggests that children's reactions to separation vary according to their age, personality, and circumstances before and after the separation.

These presenters, in their research discussion, focused on issues which surround the separation of inmate mothers and their children. Their exploratory research process included the utility of questionnaires, standarized scales and individual taped interviews. The researchers examined issues such as the impact of separation by race; the child's whereabouts at the time of the crime; the child's placement and legal custody during the mother's incarceration; inmate mothers' interest in resuming the parental role after release; childbearing attitudes of inmate mothers; and the effects of the involvement of drugs on the mothers' relationship with their children.

Another dimension of this discussion included a study: 1) to develop a set of principles based on psychodynamic theories of child development and from these principles to derive intervention strategies for program development in the area of incarcerated women and their children in the context of a total institution; and 2) to ascertain the prison community's responsiveness to the intervention strategies.

Out of the exploratory research, the following recommendations were made: 1) explore the parameters under which prison administrators would allow children in prison; 2) examine the effects of present programming in prisons which allows children to stay with their mothers for varying lengths of time; 3) examine the post release status of mother-child relationships in those instances where mother and child have spent time in prison; and 4) examine attitudes of the prison community toward children and their perception of inmates as Mothers.

CONTACT PERSON:

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SESSION #C-2

TITLE : **INDIAN EDUCATION PROGRAMS**

PRESENTER : Sid Lewis

ABSTRACT : No abstract available. Workshop presenter described the Indian Education Program and its focus on projects in Corrections.

CONTACT PERSON:

Joan Greir
Program Specialist
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SESSION #C-3

TITLE : **TECHNICAL ASSISTANCE FOR WRITING GRANTS**

PRESENTER : Voncile B. Gowdy
Debra Wysinger
Carla Gaskins
William Adams

ABSTRACT : This workshop provided technical assistance to participants on grant processing and agencies' policies and procedures. (This workshop was repeated on Wednesday to accommodate conference participants.)

TARGET POPULATION:

Researchers and practitioners of the criminal justice system.

RESULTS : Participants acquired knowledge of program resources at DOJ, and how to prepare a grant for funding.

CONTACT PERSON:

Voncile B. Gowdy
Social Scientist
633 Indiana Avenue, N.W.
Washington, D.C. 20213
(202) 724-2951

SESSION #C-4

TITLE : FEDERALLY SUPPORTED TRAINING PROGRAMS FOR SPECIAL/CORRECTIONAL EDUCATORS

PRESENTER : Dr. Doris Sutherland
Ms. Gail Dupree
Dr. Donna Dwiggins

ABSTRACT : Training Personnel for the Education of the Handicapped is a Federally-funded discretionary grant program that supports several preparation programs in Correctional/Special Education. Descriptions of two of those programs were given as illustrations to types of projects that could be supported through this program. Both projects are training masters level students to be special educators in correctional settings. In addition to describing their current training programs, one project director explained the careful groundwork laid by the University prior to implementing the program. The other project director shared innovative aspects of their project to recruit and schedule coursework and practical experiences for students in a rural state. Information about the application process was given in the concluding part of the session.

TARGET POPULATION:

Professionals responsible for training personnel (special educators and related services personnel) to work with handicapped adjudicated youth.

RESULTS: Applications for the Training Personnel for the Education of the Handicapped Program for fiscal year 1987 will be available in the summer. If you wish to have your name added to the mailing list to receive an application package, please contact Doris Sutherland.

CONTACT PERSON:

Dr. Doris Sutherland
Education Program Specialist
OSERS/SEP/DPP
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SESSION #C-5

TITLE : **LIBRARY SERVICES AND CONSTRUCTION ACT: PROGRAMS AND RESOURCES IN CORRECTIONS**

PRESENTER : Trish Skaptason

ABSTRACT : The presentation discussed the use of funds under the Library Services and Construction Act (LSCA) for support of library services to those in correctional institutions. This use is required for any State program funded under this act. Funds in this program are protected from year to year by a maintenance of effort requirement that assures that the funds expended in a given year will not be less (State-wide) than those expended in the second preceding year. The intent of the legislation is to provide library services comparable to those received by patrons of a public library, but reflecting special needs of this population. The programs are funded through the State Library Administrative Agency in each State and under the guidance of an Advisory Council.

After discussing the general use of the funds (the purchasing of fiction and reference books, A-V materials and equipment, and funding salaries for library personnel) the rest of the time allotted was used in highlighting exemplary projects. Projects highlighted were from: Maryland (use of computers and a dial-up health information network), Colorado (art therapy), Wisconsin (literacy), and California (job hunting and skills).

CONTACT PERSON:

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SESSION #C-6

TITLE : **NATIONAL DIFFUSION NETWORK: PROGRAMS AND ADOPTION PROCESS**

PRESENTER : James S. Aven

ABSTRACT : The National Diffusion Network is a federally funded system that makes exemplary educational programs available for adoption by schools, colleges and other institutions.

The NDN operates through two kinds of projects -- Developer Demonstrators and State Facilitators. Developer Demonstrators are exemplary projects that provide training, materials and technical assistance to those who adopt their programs. A project profile for each operating Developer Demonstrator is presented in the catalog, *Educational Programs that Work*. NDN State Facilitators are the principal links between Developer Demonstrators and those seeking new programs. State Facilitators help educational service providers to identify suitable NDN programs and assist with training and installation.

The National Diffusion Network was established upon the belief that there are few problems encountered by schools that have not been solved successfully in some other location. The primary function of the NDN is to disseminate information about Joint Dissemination Review Panel (JDRP) approved programs so that educational agencies with special needs may choose from an array of programs, that particular program which meets the agencie's needs, philosophy and resources. By offering a wide variety of exemplary programs, the Network provides many options through which schools or agencies may solve their own unique problems without "reinventing the wheel."

The term "exemplary program" is conferred only after a project has been approved by the Department of Education's JDRP. Approval by the Panel Means that Panel members have examined objective evidence of effectiveness submitted by the developer of the program and are convinced that the program has met its state objectives at the original development site. In addition, the program developer has provided that the program will meet the educational needs of others in similar locations.

TARGET POPULATION:

State Correctional Institutions

RESULTS: The NDN is a nationwide system established to help those involved in education acquire the materials and assistance they need to incorporate proven exemplary practices into their own programs.

CONTACT PERSON:

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"D" WORKSHOPS

SESSION #D-1

TITLE : PROJECT TRANSITION: A JTPA PROJECT

PRESENTER : Julie Rogers

ABSTRACT : Project Transition is a joint effort of the Community Corrections Division in Multnomah and Washington counties, Portland Community College (PCC) and the Northwest Regional Educational Laboratory (NWREL). It assists nonviolent adult offenders in prosocial behavior by organizing personal independence and responsibility workshops around the central issues of employment.

Most of the project participants are unemployed, unskilled, and have less than a high school diploma. The average age is 25 years and the majority of them have committed property-related crimes.

The Laboratory's role is to provide technical assistance in vocational testing and assessment, curriculum development, and program evaluation.

Competencies were developed in the areas of (1) life skills, (2) career exploration, and (3) job search. NWREL's Career Redirections for Adults staff handbook was adapted and revised. The workshop materials were designed to take the student through a structured process of self-assessment that builds confidence and helps remove barriers to personal career progress.

The experimental workshop activities take place in a support group environment providing low risk opportunities for students to explore various jobs and consider their personal goals for work and lifestyle.

TARGET POPULATION:

Those interested in Transition Programs in Corrections

RESULTS: Participants learned how to set-up a pre-employment training project for chronically unemployed offenders involving a partnership between the public and private sectors drawing on the skills and resources of both. Project Transition is a wide ranging pre-employment training program that provides vocational testing and assessment, ABE/GED, life skills development, job search methods, and placement assistance.

CONTACT PERSON:

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SESSION #D-2

TITLE : C/SET CURRICULUM TRAINING MODULES

PRESENTER : Dr. Bruce I. Wolford
Dr. Robert Rutherford
Dr. C. Michael Nelson
Dr. Peter Leone

ABSTRACT: The Correctional Special Education Training Project is a three-year grant program sponsored by the U.S. Department of Education, Special Education Program, Division of Personnel Preparation.

The project's goals are to:

- Identify model correctional education programs which represent the most promising special education practices in correctional education.
- Establish a network of special education and correctional education leadership personnel.
- Develop model curricula for the training of correctional and special education personnel at the inservice and preservice levels.
- Facilitate ongoing communication with and interaction among the network of state special education and correctional education preservice training programs.
- Incorporate model correctional education curriculum into higher special education preservice training programs.

Currently, the project is developing eight curriculum modules to be pilot tested in three states (Pennsylvania, California and Georgia).

These modules, will be available to all state departments of correctional education and state departments of special education for review.

Once the modules have been pilot tested, they will be revised and disseminated to all state departments of correctional and special education. These modules will also be used in the project's preservice training program, which is part of the grant's third year activities.

TARGET POPULATION:

Correctional Educators and Administrators

RESULTS: The participants were able to identify the eight curriculum training modules which were recently developed: Module One - Correctional Education/The Criminal Justice System; Module Two - Characteristics of Exceptional Populations (juvenile and adult); Module Three - Overview of Special Education; Module Four -- Overview of P.L. 94-142 and Individual Education Programs; Module Five -- Assessment; Module Six -- Curriculum; Module Seven -- Methods; and Module Eight -- Overview of Vocational Special Education Within Correctional Institutions.

CONTACT PERSON:

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SESSION #D-3

TITLE : EDUCATION IN PROTECTIVE CUSTODY

PRESENTER: Carolyn Rickards
Doug Davis

ABSTRACT: A presentation describing the provision of education, training, and recreation programs to a confined custody population.

Primary emphasis Protective Custody Units

A. Federal Systems currently has 7-units (3 long-term; 3 short-term; 1 for difficult to control cases)
B. Length of stay (months to life w/no possibility)
C. Elaborate procedures to protect identity

D. Day-to-Day activities include:

Work - Industries or General Management
Meals
Interaction w/staff
Visits

Much depends upon the makeup of population (usually find they are older, very sophisticated men in those units), and the need for commitment of administration.

A. Recreation

- must make do with limited space
- TV is a very big item (13" color TV)
- Hobbycraft, surprisingly is not popular - usually just a few inmates are interested
- tournaments (with hats, pop. donuts, etc. as prize)
- Jaycee and like organizations (take pictures and profits made go to rental of video tape movies)
- Weightlifting
- Table games
- Need full-time staff coordination
- Computer programs very popular
- College classes
- Correspondence courses

B. Education in Protective Custody

Intent - is to establish education programs that are parallel to programs in general population

Two types of units:

1. short-term - mandate adult basic education (ABE) and General Education Development (GED).
2. Long-term - mandate ABE, GED and Post-Secondary Education (PSE) and Vocational Training

C. Otisville PCU

- Contract employee does ABE/GED 4 mornings a week (Monday-Thursday)
- Marist College provides own instructors to come into unit 4 evenings a week (Monday-Thursday) 6-9 p.m.

- Offers 4 year degree in:

  a. Business
  b. Computer Science

- Furnish computers/financial assistance
- Have full-time Marist Counselor in institution to counsel General Population and Protective Custody inmates
- Offer range of 9 courses this semester:

  a. Theory PGM language
  b. File processing
  c. Pascale PGM language
  d. Introduction to Computing
  e. Spanish
  f. Mass Communication
  g. Principles of Christianity
  h. Financial Management
  i. Discreet Math

Community consultants and instructors are permitted access to Protective Custody Units upon approval from Warden (after being vouchered).

Voucher Process:

1. Personal Qualifications
2. Fingerprints/FBI
3. Recommendations of previous employers

VT - Marist

- Marist offers certificate of Completion after fulfilling requirement of Computer VT and provide equipment.
- Inmates are encouraged to take correspondence courses. Arrangements made via education representative.

Contract staff are not permitted unsupervised contact with unit inmates and do not have access to the true or committed name of protected witness.

RESULTS: Methods of providing education in a maximum security institution was addressed.

CONTACT PERSON:

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Federal Bureau of Prisons
U.S. Department of Justice
Washington, D.C. 20534
(202) 724-3055

SESSION #D-4

TITLE : THE PRIVATE SECTOR INVOLVEMENT IN CORRECTIONS

PRESENTER: James H. Gaskins

ABSTRACT:

A. Control Data Corporation has made a major commitment for two reasons:

   1. It fits CDC major business strategy of addressing society major unmet needs as profitable business opportunities in cooperation with government and other sectors.

   2. CDC has experience base which we believe is relevant to the Corrections Industry.

B. CDC has established education and vocational training programs in inner cities, community based organizations and 60 Correctional Institutions.

C. We are delivering training in Basic Skills, Job Readiness, Life Management and Job Seeking Skills.

D. In the Corrections Community, the following programs are being offered:

   1. Basic Education and Vocational Training Programs.
   2. Supported Chief Justice Burger's convictions that you can have "Factories within Fences." We have a manufacturing project engaged in the assembly of computer peripheral equipment.
   3. Assisted in starting non-manufacturing business such as telemarketing and data processing businesses.

E. We have demonstrated that inmates can be trained to be a stable and efficient work force, that they can deliver quality products and services. Once released inmates have skills and are prepared to obtain meaningful employment.

F. CDC mission is to develop and market education, training and management programs within the prison environment, and make them profitable to create jobs for inmates.

G. CDC is interested in developing holistic programs that will reduce recidivism.

H. CDC believes we can help the prison community to do their job more effectively. We hope that corrections professionals will look seriously at a partnership with the private sector to assist with the massive problems.

TARGET POPULATION:

Corrections Community

CONTACT PERSON:

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Control Data Corporation
Corrections Systems Division
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Philadelphia, Pennsylvania 19103
(215) 854-1377

SESSION #D-5

TITLE : CORRECTIONAL EDUCATOR SKILLS AND CHARACTERISTICS

PRESENTER: Thom Gehring

ABSTRACT:

A report of a survey to identify characteristics and skills of successful veteran correctional teachers as identified by a panel of experts. The results can be used to help structure personnel selection, preservice, employee evaluation, and inservice processes, as well as teacher preparation.

Correctional educators are hired to perform specific professional services. Those services should be defined when a teacher is initially employed; the same expectations should be reviewed during supervisory observations and personnel evaluations; teacher preparation, preservice, and inservice should be consistent with defined expectations. There is merit in separating expectations that accrue from maturation from those that accrue from learning; this bifurcation can facilitate screening processes and staff development.

Correctional teachers are generally "superteachers" -- they overcome or transcend formidable constraints, and their accomplishments are legion. Teachers and programs that succeed in the most restrictive learning environment. By defining what correctional teachers do, we gain clarity to

thought about CE professional roles and introduce a new threshold of fairness to the job description/observations/personnel evaluation continuum. If we approach this task systematically, correctional educators may be able to help local public school teachers come to terms with many of the problems that frustrate American Education.

TARGET POPULATION:

Correctional education administrators and teachers

RESULTS: State administrators can use this research to structure administrative process (personnel selection, preservice, employee evaluation, inservice)

CONTACT PERSON:

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SESSION #D-6

TITLE : **LAW-RELATED EDUCATION: INSTRUCTIONAL STRATEGIES FOR JUVENILE AND ADULT CORRECTIONAL SETTINGS**

PRESENTER: Lee Arbetman
Mary Jane Turner
Todd Clark

ABSTRACT: The national curriculum development, teacher training, and technical assistance organizations funded by both the U.S. Department of Education and the Justice Department's Office of Juvenile Justice and Delinquency Prevention have developed law-related education programs models and classroom tested materials for adults and juveniles in corrections settings. This presentation described the models, demonstrated a prototypical classroom activity, and provided participants with handouts enabling them to obtain additional information.

TARGET POPULATION:

The presentation was aimed at teachers and administrators from adult and juvenile corrections settings.

RESULTS: Each organization has appropriate curriculum materials as well as technical assistance papers that describe how programs should be implemented. Referrals to existing pilot programs are available.

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National Institute for Citizen Education
in Law
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"E" WORKSHOPS

SESSION #E-1

TITLE : DISCRETIONARY FUNDING RESOURCES WITHIN THE SPECIAL EDUCATION PROGRAM AND HOW TO ACCESS THOSE FUNDS

PRESENTER : Dr. Doris Sutherland
Dr. Bill Holloran
Mr. Lonnie Stewart
Mr. Ed Wilson

ABSTRACT : The presenters described various projects currently being funded by Special Education Programs and shared information on funding resources projected for the next funding cycle. The discretionary grant programs discussed included research projects, personnel preparation projects, and transitional projects to assist handicapped adjudicated youth to receive appropriate educational services. Practical ideas on how to prepare and submit an application were also shared.

TARGET POPULATION:

Persons responsible for educating handicapped adjudicated youth, for implementing educational programs in correctional settings, or for training special education and related services personnel to work with this population.

RESULTS: Application packages for the next funding cycle are mailed to interested persons as they become available. You may request to be placed on mailing lists for specific competitions. There is also a list of all discretionary grant programs within SEP which may be requested. Specific program information may be obtained from the presenters.

CONTACT PERSON:

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Special Education Programs
U.S. Department of Education
400 Maryland Avenue, S.W.
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(202) 732-1007

SESSION #E-2

TITLE : BILINGUAL VOCATIONAL EDUCATION PROGRAMS AND PROJECTS

PRESENTER: Ronald Castaldi
Laura Karl

ABSTRACT : The program is geared for adults who either do not have jobs or are working at jobs which do not use their full capabilities because of their inability to speak English. In Bilingual Vocational Training both languages are used to teach the skills needed for the occupation. The main focus of the program is to help individuals get employment.

Federal funds - $3,680,000 per year - are available on a competitive basis.

TARGET POPULATION:

Limited English proficient adults and out of school youth.

RESULTS: Participants learned about Bilingual Vocational Education Programs, and how to compete for federal funds associated with this program.

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Bilingual Vocational Training
U.S. Department of Education
Reporters Building, Room 519
Washington, D.C. 20202
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SESSION #E-3

TITLE : CHAPTER 1 UPDATE

PRESENTER: Dr. David R. Maginnes

ABSTRACT : This program related the Chapter 1 program to the conference theme of building partnerships for excellence in correctional education. The presenter's handouts illustrated the theme.

TARGET POPULATION:

Persons interested in correctional education -- administrators and teachers.

RESULTS: This presentation made the participants aware of the Chapter 1 program, particularly, its ongoing effort to better coordinate the delivery system and to identify exemplary programs and practices.

CONTACT PERSON:

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Education Program Specialist
U.S. Department of Education
400 Maryland Avenue, S.W., ROB-3
Washington, D.C. 20202
(202) 245-9877

SESSION #E-4

TITLE : VOCATIONAL PROGRAMS THAT WORK FOR WOMEN IN PRISON

PRESENTER: Elsie Denison
Mary Natani

ABSTRACT : FEMALE OFFENDER APPRENTICESHIP PROGRAM

This is a program of on-the-job training and related instruction in the skilled trades, mostly nontraditional in nature. To date it has been implemented in all the Federal prisons which house women and 17 state prisons for women.

WOMEN IN NONTRADITIONAL CAREERS (WINC) PROGRAM

WINC is a school-to-work transition program model designed to provide comprehensive career development assistance to persons unprepared to enter the world of work. The objective of this presentation was to introduce the WINC concept and process to prison education staff as the basis for the possible integration of these ideas and approaches into ongoing training programs. The emphasis was on nontraditional career planning and how occupational choices affect lifetime earnings potential.

TARGET POPULATION:

Professionals working in employment and training programs for women offenders.

RESULTS: Technical assistance was provided by presenters.

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U.S. Department of Labor
Women's Bureau
200 Constitution Avenue, N.W.
Washington, D.C. 20210
(202) 523-6641

SESSION #E-5

TITLE : CELEBRATING THE M.L. KING, JR. HOLIDAY IN CORRECTIONAL SETTINGS

PRESENTER: Mr. John V. Zottoli
Angela E. Brown

ABSTRACT : Beginning in 1986, the third Monday in January will be a National Holiday for Martin Luther King, Jr. Residents in correctional facilities would profit from Holiday celebrations that emphasized Dr. King's teaching on human dignity, nonviolence, justice, peace and reconciliation. The conference workshop covered such Holiday events as reciting Dr. King's speeches, giving testimonials about his impact, discussing his teachings, dedicating a building or a room to Dr. King, and incorporating MLK, Jr. themes into religious services, musical programs and other inmate activities.

TARGET POPULATION:

Those interested in educational programs for youth and adults.

RESULTS: Made suggestions to participants on how to involve residents in planning, scheduling and implementing Holiday events.

CONTACT PERSON:

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Commission Staff
MLK, Jr. Federal Holiday Commission
451 7th Street, S.W., Room 5182
Washington, D.C. 20410
(202) 755-1005

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SESSION #E-6

TITLE : LAW RELATED EDUCATION RESEARCH FINDINGS

PRESENTER: Dr. Mabel C. McKenney-Browning
Mary Jane Turner

ABSTRACT : This session presented the results of a study conducted by the Social Science Education Consortium and the Center for Action Research under a grant from the Office of Juvenile Justice and Delinquency Prevention. The results indicated that law-related education may hold promise as a delinquency-prevention technique. Specifically, the research suggests that when properly taught, law-related education can have a positive effect on delinquency and can improve the range of student attitudes related to delinquency (e.g., acceptance of violence, reliance on relationships with delinquent peers).

TARGET POPULATION:

Personnel and offenders in juvenile facilities; juvenile court personnel; first time juvenile offenders (for use as alternative sentencing); teachers and administrators working in juvenile facilities and/or with juveniles in "release" programs.

RESULTS: For copies of the final report and/or additional information on the Law-Related Education Evaluation Study contact: Dr. Robert Hunter, Center for Action Research; 3300 Arapahoe Avenue; Suite 219; Boulder, Colorado 80303.

CONTACT PERSON:

Dr. Mabel C. McKinney-Browning
Assistant Staff Director
Special Committee on Youth Education
for Citizenship
American Bar Association
Chicago, Illinois

"F" WORKSHOPS

SESSION #F-1

TITLE : JOB TRAINING PARTNERSHIP ACT

PRESENTER: Robert Colombo

ABSTRACT : The Job Training Partnership Act of 1982, (JTPA), Public Law 97-300, is legislation permanently authorizing job training programs for economically disadvantaged individuals and others who face serious barriers to employment. JTPA replaced the Comprehensive Employment and Training Act (CETA). States now have administrative responsibility for training programs, and the private sector has equal authority with local governments in planning and implementing programs. There are five titles in the act:

Title I - Job Training Partnership
Title II - Training Services for the Disadvantaged
Title III - Employment and Training Assistance for Dislocated Workers
Title IV - Federal Administered Programs
Title V - Miscellaneous Provisions

CONTACT PERSON:

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JTPA, Department of Labor
601 D Street, N.W., Room 6402
Washington, D.C. 20213
(202) 376-6093

SESSION #F-2

TITLE : OJJDP: PROGRAMS AND FUNCTIONS

PRESENTER: Douglas C. Dodge

ABSTRACT : No abstract available. This session provided a discussion of the OJJDP programs that have had a correctional education focus and some of the approaches considered by OJJDP. It also provided an overview of planned programming and facilitated a discussion on suggested program strategies.

CONTACT PERSON:

Douglas C. Dodge
Assistant Director
Office of Juvenile Justice
and Delinquency Prevention
633 Indiana Avenue, N.W.
Washington, D.C. 20530

SESSION #F-3

TITLE : EVALUATION OF CORRECTIONAL EDUCATION PROGRAMS: AN NIJ RESEARCH MODEL

PRESENTER: Dr. Raymond Bell

ABSTRACT :

The self evaluation model is divided into five sections.

Section I, *Characteristics of the Institution and School*, provides a format through which to examine resources, both financial and material, institutional limitations, and the characteristics of the students enrolled in educational programs.

Section II, *Philosophy, Objectives, and Priorities*, will help examine various factors affecting program, such as interdepartmental relationships, educational goals and the methods employed to identify the target population of the educational programs.

Section III, *Recruitment/Selection Procedures*, examines the nature and effectiveness of academic and vocational counseling provided for inmates and test administration and interpretation.

Section IV, *Curriculum Design*, raises questions about classroom procedures and curriculum evaluation.

Section V, *Staff*, is designed to help examine the numerical and qualitative adequacy of staff, and includes questions on inservice training, salaries and benefits, and staff morale.

Format

Each section of the instrument consists of three types of questions.

1. The first type of question is designed to lead one through a process by which one can assess the current status of educational program.
2. Following these questions which help one examine the degree of satisfaction one feels with individual aspects of the program.
3. Finally, each section contains questions about the degree of satisfaction one feels with the efforts being made to close any gaps between the real and the desirable conditions in each program area.

A rating scale can be used for both of these last two question types. Although the sample scale shows several specific percentage points, one is not restricted to these points in responses. They have been provided only as a guide.

RESULTS: Evaluation model and Consultation was provided.

CONTACT PERSON:

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Professor of Education & Social Relations
524 Brodhead Avenue
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Bethlehem, Pennsylvania 18015
(215) 861-3249

SESSION #F-4

TITLE : **NATIONAL CENTER FOR INNOVATION IN CORRECTIONS: CHIEF JUSTICE BURGER'S INITIATIVE**

PRESENTER:

Dr. Judith Schloegel	(202-676-7062)
Robert J. Schwartz	(413-734-5671)
Joseph T. Puhalla	(301-350-9760)
Donald Campbell	(202-898-1234)

ABSTRACT : No abstract available. This session presented a discussion of inmate labor in an educational context and partnerships in prison industry as a model for correctional education. Representatives from the private sector described their efforts in the field of corrections.

CONTACT PERSON:

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George Washington University
2130 H Street, N.W., Suite 621
Washington, D.C. 20057
(202) 676-7062

SESSION #F-5

TITLE : **THE ARMY'S JOB SKILLS EDUCATION PROGRAM**

PRESENTER: Colonel Bruce T. Battey
Warren P. Rucken

ABSTRACT : JSEP is based on a task analysis of 94 military occupational specialties (MOS) and the Soldier's Manual of Common Tasks, skills levels 1 and 2.

After the required basic skills were identified, tests were developed to determine whether an individual possesses the skills. A computer-based curriculum to remedy identified individual deficiencies is being developed by Florida State University to include a management system, instruction, evaluation, and record keeping/reporting. Development and field testing will be completed in FY 86; FY 87 will be a demonstration year; phased implementation will begin in FY 88.

TARGET POPULATION:

Providers of competency based adult education

RESULTS: A military job performance oriented basic skills education system was presented.

CONTACT PERSON:

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for Personnel
Education Division
U.S. Army, H20A DAPE
Heffman I,
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(202) 325-9805

SESSION #F-6

TITLE : TECHNICAL ASSISTANCE FOR WRITING GRANTS

PRESENTER: Voncile B. Gowdy
Debra Wysinger
Carla Gaskins
William Adams

ABSTRACT : Refer to Session #C-3. This session was repeated to assist participants by providing technical assistance on grant processing and agencies' policies and procedures.

APPENDICES

1. Conference Planning Committee
2. Conference Secretarial Staff
3. Conference Dignitaries
4. Conference Presenters
5. Conference Participants
6. States Represented
7. Conference Exhibitors

1985 CORRECTIONAL EDUCATION CONFERENCE
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STATES REPRESENTED

STATES	#'s Present
ALABAMA	2
ALASKA	0
ARIZONA	2
ARKANSAS	0
CALIFORNIA	9
COLORADO	3
CONNECTICUT	1
DELAWARE	2
DISTRICT OF COLUMBIA	18
FLORIDA	6
GEORGIA	3
HAWAII	0
IDAHO	0
ILLINOIS	5
INDIANA	0
IOWA	1
KANSAS	7
KENTUCKY	3
LOUISIANA	1
MAINE	3
MARYLAND	8
MASSACHUSETTS	4
MICHIGAN	4
MINNESOTA	2
MISSISSIPPI	0
MISSOURI	1
MONTANA	0
NEBRASKA	2
NEVADA	0
NEW HAMPSHIRE	2
NEW JERSEY	2
NEW MEXICO	0
NEW YORK	6
NORTH CAROLINA	0
NORTH DAKOTA	0
OHIO	3
OKLAHOMA	1
OREGON	1
PENNSYLVANIA	6
RHODE ISLAND	1
SOUTH CAROLINA	3
SOUTH DAKOTA	2
TENNESSEE	1
TEXAS	1
UTAH	1
VERMONT	3
VIRGINIA	11
WASHINGTON	3
WEST VIRGINIA	3
WISCONSIN	5
WYOMING	0
U.S. SERVICE SCHOOLS	0
AMERICAN SAMOA	0
CANAL ZONE	0
GUAM	1
PUERTO RICO	1
TRUST TERRITORY	0
VIRGIN ISLANDS	

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